

Materials Developed for Intervention

CHAPTER - IV

MATERIALS DEVELOPED FOR INTERVENTION

“All is well in my world” – Anonymous

4.0 Introduction

Presented in the chapter are various materials developed and used by the researcher for therapeutic intervention for students in managing their destructive emotions and enhancing social and emotional learning.

4.1 Intervention for Students

Reservoir of Emotions:

Emotions play an extremely important role in human mental life. Much of human emotional life is distinctly *human* in nature, clearly not portable to systems without humanlike bodies. Furthermore, many problems in human psychology and society are caused by emotions run amok in various ways. There are a few universal emotions – including happiness, sadness and spiritual joy – which any intelligent system with finite computational resources is bound to experience, to an extent. And then there are many species-specific emotions, which in the case of humans include rage, joy and lust and other related feelings.

Management of Destructive Emotions:

Buddhist philosophy tells us that all personal unhappiness and interpersonal conflict lie in the “three poisons”: craving, anger, and delusion. It also provides antidotes of astonishing psychological sophistication – which are now being

confirmed by modern neuroscience. With new high-tech devices, scientists can peer inside the brain centers that calm the inner storms of rage and fear. They also can demonstrate that awareness-training strategies such as meditation strengthen emotional stability – and greatly enhance our positive moods.

School – based program of social and emotional learning help children increase self – awareness, manage their anger, and become more empathetic.

Educating Minds and Hearts – Social Emotional Learning for Adolescents:

Social and emotional learning (SEL) is both a new and a very old idea. In all cultures and in every generation, educators and parents have been concerned with children's sense of wellbeing and ability to get along with others. Certainly in today's social environments, teachers have no choice but to attend to their student's personal and social development, even when their first priorities are academic knowledge and skills. SEL programs are designed to teach desirable attitudes and behaviors for students.

4.2 Therapeutic Intervention Program for Students: *An Overview:*

The program was carried for 19 students from class 9 of Navrachana School, Sama Road, Vadodara. The intervention program consisted of 7 parts divided into 24 sessions. Each session was of one hour duration. Two sessions were conducted consecutively on days when intervention was carried out.

Format of the session:

It consists of the fact sheet, objectives, procedure, facilitative questions, general sharing, EQ Learning and progress chart and researchers own

observations. Some of the general sharing by students has been quoted as it is and some of them have been rephrased for clarity. The content has been universal across the Groups – Group A → Consisting of 10 students from the category of both Average Emotional Intelligence and Low Emotional Intelligence and Group B → Consisting of 9 students from both the category of Emotional Intelligence mentioned above. Each participant maintained a personal diary for maintaining the log of their significant learning which was submitted to the researcher at the end of the intervention program.

The following activities were used in the intervention program for the management of destructive emotions and emotional coaching of adolescents: -

1. ***Group Building Exercises:*** - These exercises were basically desired to make the students familiar to each other, develop a rapport and connectivity with others and readily accept the program package.
2. ***Self Awareness Exercises:*** - Self awareness exercises were selected for enhancing emotional awareness and emotional management. As a part of Life Skills Education, Self awareness helped the students in recovering their strengths, weaknesses, positive and negative emotions and recognizing the benefits of the program for themselves. The entire program was named by the researcher as “Happiness Program”.
3. ***Relaxation Training:*** - This training included methods like progressive relaxation method, breath watching, induction techniques, dynamic imageries, yogic techniques in order to reduce the emotional stress undergone by the affected adolescents.

4. ***Problem Solving Techniques:*** - This included step-by-step handling of the problem which existed in the adolescent's life. It began from knowing the problem, breaking down into sub-problems, looking solutions for each sub-problem, checking whether solutions is towards goal and using the six step problem solving process.
5. ***Management of Emotions the Rational Emotive Behavior Therapy (REBT):***
REBT is a practical, action-oriented approach to coping with problems and enhancing personal growth. REBT places a good deal of its focus on the present on the currently held attitudes, painful emotions and maladaptive behaviors that can sabotage a fuller experience of life. REBT also provides people with the individualized set of proven techniques for helping them solve problems. REBT helps individuals to uncover their individual set of beliefs (attitudes, expectations and unproductive behaviors) that frequently lead to emotional distress. For adolescents, REBT helps in understanding their set of both positive and negative emotions, resolving conflicts, rationalizing day to day experiences and thereby increase their effectiveness and happiness in educational and personal settings. In a nutshell the adolescents use REBT as a creative program for conflict resolution and inter group relation skills at the interpersonal level.
6. ***Social Emotional Learning (SEL):*** - Social and Emotional Learning Programs today range from a point of view about children and social and emotional competencies to very detailed, prescriptive, curriculum - based programmatic efforts. The psycho analytically informed perspective about

SEL provides a framework for understanding children's lives over time. The ability and/or inability to understand where the child is "Living" and to empathize with and recognize the student's experience is the goal of any Social Emotional Learning Program.

7. ***Schooling of a Good Heart:*** - PATHS (Promoting Alternative Thinking Strategies) curriculum helps children learn to better understand and manage their emotions – to become aware of and recognize their feelings and those of others, and to regulate them. The most important use of knowledge and education is to help understand the importance of engaging in more whole some actions and bringing about discipline with our minds. The proper utilization of our intelligence and knowledge is to effect changes from within that develop a good heart. In schooling of a good heart, the researcher focused on practical application ways to help students overcome their destructive emotions –when parents recognize their children's negative emotions – their anger and sadness – and help them cope with these emotions, children overtime develop better physiological regulation of their emotions and show more positive behavior like self control and sustain attention.
8. ***Neuro - Affliction Scale:*** - This scale was constructed by the researcher to measure the destructive emotions of adolescents. It was prepared with the help of the "Bar – On Emotional Quotient Inventory"; Youth Version aged 7 to 18 years". It mainly measures negative/destructive emotions under five dimensions namely:

Dimension I: - Low Self Esteem

Dimension II: - Over Confidence

Dimension III: - Harboring Negative Emotions

Dimension IV: - Jealousy and Envy

Dimension V: - Lack of Compassion

Dimension VI: - Inability to have close interpersonal relations

The scale had 60 items or statements. Under each dimension the statements were categorized. The scoring was based on a five – point scale: -

1 = Very Seldom True of Me, 2 = Seldom True of Me, 3 = Often True of Me, 4 = Very Often True of Me, 5 = Almost Always True of Me.

Scoring was simple. The higher the scores, the higher the percentage of negative emotions.

The intervention program was divided into 7 parts. Each part had Sessions Covering from Icebreaking in the form of Group Building Exercises, Self awareness Exercises, Relaxation Training, Problem Solving Techniques, Management of Emotions through REBT, Social Emotional Learning (SEL) & Schooling of a Good Heart as described above.

PART – I

Title: Understanding Self and Others through Group Building exercises

Session 1: - Self Introduction

The first session was a session to introduce oneself to the group members and know the group members through their introductions. This session was also a building block for the researcher's "HAPPINESS PROGRAM".

Activity (1):

Fact Sheet: - Group building exercises are team building exercises. They are carried out to generate fun. It helps in creating memorable experiences and encourages friendly competition between group members.

Objectives: -

- (i) A simple ice breaker useful for introducing students to each other and help them learn each other's names.
- (ii) The game is especially useful when they are new to each other.

Name of the Game: -“Name Game”

Time required: - Half an hour

(a) Procedure:

The Name Game (also known as the Adjective Game) starts with one person in the room picking a word that describes himself or herself as a person. The catch is that the word must start with the first letter of their first name. For example: - Say my name is Radha. I would say “Hello! My name is Romantic Radha”. The person after you must say your adjective and your name before saying theirs. So they would go, “Hello, Romantic Radha, and my name is Brave Bharat”. Then the third person would go, “Hello Romantic Radha and Brave Bharat, and my name is Happy Hardik”. This continues on until all the students have gone. Being last is hilarious in this game, because they must remember everyone's name AND adjective before starting theirs.

(b) Group Discussion:

Facilitative Questions: -

- (i) How comfortable were you in speaking your name and adjective that describes you as well those of others in the group?
- (ii) What was your personal experience throughout the activity?
- (iii) What something new you learned from the activity?

(c) Sharing / Debriefing:

Students gave a brief report of their discussion.

A summary of discussion points:

- In the starting I felt shy speaking out things freely but slowly slowly I started enjoying myself within my heart and felt free to speak everything and was relaxed at this point of time.
- It was good and fun game. It was very funny to hear adjectives of y friends. We had a good and memorable experience. I will always remember the adjectives of my friends.
- I actually enjoyed doing it. I got to hear two new words yanky and ravishing. I also felt quite funny because some words or rather adjectives used were total opposite to the person's personality.
- I enjoyed this activity; it was a sort of funny too. To some extent I came to know about my other classmates thinking. And all the funny suitable names they could think of. I had a good experience.

Summarization: - Sometimes it takes a little while to think about adjective which go with the personality of individuals. These adjectives can be either positive or negative in nature. As we define ourselves over a period of time, it's beautiful to discover others as they are. Associating people with adjective at times can be hilarious.

Researcher's Observation: -

- Every single student enjoyed the activity.
- Some helped the others while they forgot to recollect the names/adjectives while the circle was getting completed.
- Some of the students came up with adjectives like Fear, Dark, Disturbing which were negative in nature.
- These negative adjectives were associated with their own names which were loaded with emotional nuances.
- They all were eager to continue the activity for some more time and they were totally involved.

Session 2: Group Building Exercise: -

Activity (2):

Fact Sheet: -

Creating the environment of 'Oneness' in the group. Seeing the commonness amongst each other, along with the differences is the feature of group building exercises.

Objectives: -

- (i) To create a harmony in the group by recognizing the similarities among themselves.
- (ii) To enjoy the differences with some of the group members with respect to personality characteristics.
- (iii) Learning more about the group members with respect to personality attributes.

Name of the Game: - “Elimination”

Time required: 30 minutes

(a) Procedure:

All students begin the game standing. The leader calls out a characteristic, and all students who possess that characteristic remain standing while others sit down. For e.g.:- ‘Creative’. The last person standing gets to run the next round. This game is a great way for students to learn about each other in a fun way.

(b) Facilitative Questions: For reflection:

- (i) What new things did you learn about? Briefly introduce it to your classmates?.
- (ii) How did you feel to be different than a few others?

(c) Sharing / Debriefing:

Students give a brief account on their experiential learning after the activity.

Some of their responses are as follows: -

- I come to learn that we (me and my classmates) have some similar characteristics that I never thought some of them would have. It is nice to know that the people I have not even thought of talking to, share the same interest. It even helped me to be honest.
- I got to know that what my fellow mates think of themselves. It was funny because I got to observe the comments that came along.
- We could express the qualities about ourselves which others didn't know. I felt good while playing this game. And I could also know the different qualities of my friends.
- A mind relaxing game of sharing our characteristics with others and finding out different characteristics about others, which we have in common.

Summarization: - Knowing about each other is interesting. To begin working in a group, the rapport is established when people talk about themselves. Also the comfort zone in a group starts with information taken and given to one another.

Researcher's Observation: -

- The students happily enjoyed playing the game.
- Along with verbal communication, each one was closely looking at each other's gestures and postures.
- Boy students said that they were exploring more about each other.

Session 3: Learning to relax: -

Activity (3): - Relaxation Training: -

Fact Sheet: -

The art of relaxation helps individuals to be with themselves, being connected to oneself. Awareness begins when the individual learns to relax both body and mind with conscious efforts.

Objectives: -

- (i) Deep muscle relaxation reduces physiological tension and is incompatible with anxiety.
- (ii) It is helpful in the treatment of muscular tension, anxiety, insomnia, depression, fatigue, mild phobias and stuttering.
- (iii) This technique has been primarily used throughout the intervention program for the management of destructive emotions.

Name of the Activity: - “Progressive Muscular Relaxation (PMR) Technique”

It involves deep relaxation of the muscles of body in a definite sequence, which does not require imagination, will power or suggestion. (Indian Handbook of Hypnotherapy – Foundations and strategies – By Bhaskar Vyas & Rajni Vyas)

Time required:- 20 minutes of relaxation training and 10 minutes of experiential learning.

(a) Procedure: The researched led the group: -

1. Get in a comfortable position and relax.
2. Keep the eyes closed.
3. Curl fists, tightening biceps, and forearms. Relax.
4. Wrinkle up forehead. At the same time, press your head as far back as possible, roll it clockwise in a complete circle, reverse. Now wrinkle up the muscles of your face; frowning, eyes squinted, lips pursed, tongue pressing the roof of the mouth and shoulders hunched. Relax.
5. Arch back as you take a deep breath into the chest – Hold. Relax. Take a deep breath, pressing out the stomach. Hold. Relax.
6. Pull your feet and toes back towards face, tightening calves, thighs and buttocks. Relax.

(b) Facilitative Questions: -

- (i) How are you feeling after the relaxation training?
- (ii) Any specific changes did you observe in yourself during and after the relaxation training? Please specify.

(c) Sharing / Debriefing: -

Students shared their experiential learning with the group. Some of the responses are as follows: -

- I did not know how 20 minutes went off. I felt every single breath along with my muscle relaxation. My mind is very calm after the relaxation exercise. And I don't have words to describe but after doing this exercise my mind is very calm and happy.

- It was a very good feeling. I was feeling relaxed as the exercise went on, I have started meditating and observing my breath, never ever thought could have done it.
- I liked the activity. It was like a complete rest of my mind for 20 minutes. I could not concentrate in the last 2 – 3 minutes and got a bit restless.
- I felt that I was within myself feeling my breath with a lot of different thought coming up in my mind. It was a fantastic experience where I and my body got relaxed.

Summarization: - Each body and mind has his or her own mechanism of relaxing. There are universal relaxation techniques for young people. Progressive Muscular Relaxation Technique is relaxation training for relaxing one's own tensed muscles along with breath watching. Each one has a different intensity to go into the relaxation training. Some of you could achieve in the first attempt. The rest who could not, relax you will see a positive difference as each day of the relaxation training progresses.

Researcher's Observation: -

Some students could go for the complete 20 minutes of relaxation training. The others could not relax themselves beyond 10 minutes. Some tensed faces could change into relaxed faces as the relaxation training was coming to an end. Girls could relax better than boys.

NOTE: - The students were asked to continue the PMR twice a day for 20 minutes, one session at school in presence of the researcher and the other session at home. The experiential progress of each day with respect to relaxation training was recorded in the student's diaries. The relaxation training continued for al 24 sessions till the completion of Intervention Program.

PART - II

Title: - *The art of relaxation and stress management*

Session 4: Art of Relaxation: -

Activity (4): - Progressive Muscular Relaxation (PMR) Technique: -

Time required: - For each of the two groups, the session was of 20 minutes and experiential learning shared with the group was of 10 minutes.

(a) Procedure: - As in session 3

(b) Facilitative Questions: -

- (i) How was the experience in comparison to the previous day? Specify.
- (ii) Were you able to do PMR at home? If yes, share your experience with the group.

(c) Sharing / Debriefing: -

- The experiential learning through relaxation training was shared by the students in the group.
- Some of the responses are as follows:

- It made me feel fresh after I opened my eyes and was ready to face the day very well as I was feeling very good today.
- It feels very relaxing and calm after the relaxation training. I could concentrate very nicely this time.
- It's a good morning today. Feeling very fresh and enthusiastic. It's a beautiful day.
- Today I felt more confident and full of energy in myself. I can feel the change in me.

Summarization: - It was lovely to hear from each one of you. Your gradual changes reported by you in your physical and psychological comfort. You have been making efforts to relax your body and mind.

Researcher's Observation:-

The students were able to relax their muscles in a better way in comparison to the previous day's session. They were effortless in the process of relaxation training. One could see a gradual progression with respect to the PMR.

Session 5: Interpersonal and Intrapersonal skill development

Activity (5):-

Fact Sheet:-

Interpersonal Skills go along with Intrapersonal Skills. To generate compassion for one another, one needs to come out of self – centeredness. Positive words and open statements open the door to Healthy Communication.

Objectives: -

- (i) It's an activity that gives an antidote to self – centeredness.
- (ii) 'Feeling good' to be a part of the group comes through positive and affirmative comments.

Name of the Activity: - “You’re Part of the Family”

Time required: - 30 minutes

(a) Procedure: -

- Before the activity, the researcher put out one sheet of paper for everyone attending – one sheet for each person, with their name written across the top.
- During the gathering, the researcher hand out the pages along with pencils, making sure that nobody gets their own.
- Then the group was told that at no time are to receive a paper if their name is on it.
- At the sound of a whistle each student was given one minute to write a note to the person at the top of the page. It is not to be signed by the students. They wrote why they want that person to remain part of the family. For e g; Reasons like “Because your smile is great” – all good and positive answers.
- At the end of each minute a whistle is blown and the students are asked to exchange papers.

- After about six rounds of this, the researcher gave away the papers to the person whose name is written on the top of the page.
- Each student is able to see a handful of kind messages, telling them they are special.
- Such friendly comments lets the students know he/she is among others who share a special friendship with him/her, he/she need not be selfish or self – centered, feeling like a “Lone Wolf”.

(b) Facilitative Questions: (for self reflection):-



- (i) How did you feel while writings something good about others?
- (ii) How did you feel when you read positive statements written for you by others?

(c) Sharing / Debriefing: -

The reflections after this activity were shared by students in the group.

Some of the reflections are as follows:

- The responses I have got during this activity actually made me give a 1 km smile and it was an amazing experience. I came to know what people think about me 😊 .
- I felt very good and was on Cloud 9. I could never think that my friends thought this good about me. Today by this activity I could know what my friends think about me.

- It was a really feeling great . It was so awesome while writing and I cannot explain how I am feeling after reading about myself .
- It was very hard to write for others. Because there is hardly anything I know about them. But then, all of them have good qualities. I felt very nice while reading about myself. It was nice to know what others think about me.

Summarization: - All individuals are unique in their own ways. Each one has positive attributes. It is also important to look for positive attributes in others. Some of us find it difficult to begin with, but over a period of time we are able to spot the positive qualities in others as we do for ourselves.

Researcher's Observation: -

- While the students were engaged in doing this exercise, one of them from the group said that “how can we write about someone whom we don’t know”.
- The students were generally happy to know about themselves as well as about others.
- Out of the two groups, one group exchanged lots of smiles during the activity.
- Joy for self and happy to write about others.

Session 6: - “Self Induction”

Fact Sheet: -

Self Induction helps a normal individual to manage day – to – day stresses easily and with a relaxed attitude. It improves the coping ability through proper identification of the problem and use of self – exploration to gain more insight into it. It also helps in problem solving and decision making and increases self – confidence and assertiveness so as to put decisions into actions. It improves quality of life by promoting mental health and maturity (A holistic stress management and self – development (HSM & SD) Programme by Dr. B.M. Palan).

Objectives: -

- (i) To provide a tool to students for cognitive restructuring through reinterpretation of an experience, feeling or thought by the use of concrete meaningful words.
- (ii) To provide reassurance to students to work better and comfort.
- (i) To create a relaxed atmosphere by reducing anxiety.

Name of the activity: - “Self Induction”

Time required: - 30 minutes

(a) Procedure:-

1. Make yourself comfortable on your seat, or you may lie down.
2. Close your eyes and relax your body.

3. Be aware of the process of your breathing. Continue breathing normally, effortlessly. Feel, sense and experience the process of your breathing going on naturally.
4. Decide in your mind that "I will enter a state of relaxation by myself and will continue enjoying the same for 10 minutes. At the end of 10 minutes, will come back to my normal waking state by counting slowly and silently from 5 to 1 in my mind".
5. Let your breathing continue normally and automatically for a minute or so.
6. Open your eyes slowly and stare at an imaginary spot on the wall in front of your eyes, at a little higher than eye level.
7. Remember my voice saying, "LET YOUR EYES GET CLOSED.... NOW"
8. When your eyes get closed, let your whole body relax completely.
9. Imagine yourself in a pleasant and beautiful place where you may like to be, doing something what you may like to do.
10. See and hear, feel and perhaps even smell all the beautiful things which may be there. Fill your mind and heart with pleasure, joy, comfort and relaxation.
11. When your mind reminds you about the time to come out, mentally come back from the imagined pleasant place to the place where you are conducting your Self - Induction.

12. Tell your mind – speak yourself silently that “Next time when I practice self – Induction, I will go in a better and deeper state of relaxation, more easily and quickly”.
13. Count silently in your mind from 5 to 1 while you may start feeling lightness in your eyes and alertness in your body. After finishing your count, as and when you feel like opening your eyes, you may open them slowly to be wide awake, feeling refreshed in your body and mind.

(b) Facilitative Questions: -

- (i) What feelings are you undergoing after doing the exercise? Please share with the group.
- (ii) Any sudden change you observed in your behavior? Please specify.

(c) Sharing / Debriefing: -

Some of the responses shared by the students in the group:

- When the researcher (Mam) was giving instructions for the Self Induction, I was completely detached from this world. And when I opened my eyes, for some time I couldn't see, but a few seconds later I could see the colors.
- It was relaxing and refreshing. I was very calm. The whole day my mood was swinging from here to there but after doing the exercise, I felt calm and soothing.
- Beautiful feeling. I had visited a beautiful place. I hope I can really have a place like that in my life.

- I felt I had been given a liberty to go to my own world and meet the people whom I really want to meet till date. And being in my own world and doing what I wanted too in my dreams.

Summarization: -

- You can do self induction at anytime of the day suitable to you. You can do self induction in sitting, reclining or 'lying on your back' position whichever you find more comfortable.
- Self – induction is not a magic. You should not expect dramatic result without any efforts on your part. Self Induction makes the “Change” easier and faster, but you should make efforts to achieve the goal of meditation.

Researcher's Observation: -

- Boys were restless; girls were calm during the Self – Induction.
- The latter part of Self – Induction was achieved by all the students.

PART - III

Title: - Emotional Intelligence (EI) Enhancement Program

Session 7: Personal Learning's shared with the group members.

Activity (7): EQ Progress Sharing with group members: -

Time required: - 20 minutes

- Previous Day Experiences where shared by the group members amongst themselves.

- EQ chart was filled up with respect to knowledge, attitudes and behavior as outcomes/changes through the various activities and sessions conducted.

Session 8: - Self Awareness Program

Activity (8):

Fact sheet: -

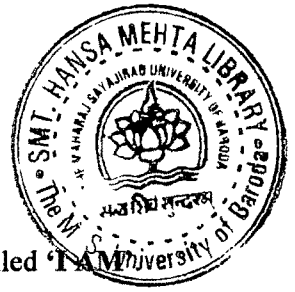
Self awareness is about knowing our self. How much do we know ourselves – our qualities, our strengths, our weaknesses, our likes and dislikes? Self awareness is a quality that only we human beings possess. A strong Self awareness is necessary for effective living and therefore it is the foundation for a life we wish to create for ourselves. It's a powerful life skill.

Objectives: -

- (i) To make the students ware about themselves with respect to their attitudes and behavior.
- (ii) To help students to respond to persons and situations and not react to them.
- (iii) To help the students in identifying their strengths, weaknesses, interests and some of their fears.
- (iv) To help the students to live in the present moment.

Activity (8): “I AM”

Time required: - 40 minutes



(a) **Procedure: -**

1. The students were given the worksheet on Self – Awareness called ‘I AM’.
2. After that the students were divided into smaller groups to discuss / share their experiences utilizing the facilitative questions.

Activity – 1

I AM

Name: _____ Class: _____ Sec: _____ Date: _____

1. Write down your five strengths.

2. Write down your five weaknesses.

3. List your areas of interest / co-curricular activities.

4. What qualities do you like to see in your peers/classmates? Why? Why not?

5. What are some of your fears? List them and describe them briefly.

6. What are your dreams and aspirations? List down.

7. Who is your role model and why / how?

8. Do you believe in working in a group or in isolation most of the time? Why?

Note: Discuss the responses in small groups.

(b) Facilitative Questions: -

What was your experience doing the Self – Awareness worksheet?

How did you feel sharing your responses in small groups?

(c) Sharing / Debriefing: -

After the reflections written by each student in the log of significant learning, the responses were shared in small groups.

Some of the responses are as follows:

- Writing a questionnaire with different types of question which we have to ask our mind, it comes like a click. We have to note it fast. Sharing these things with my friends was obviously a great feeling; they came to know about me.
- It was hard but I discovered some of my characteristics. It was nice knowing about my other classmates too.
- It was hard to recognize my weaknesses. It was a good experience. I could know many things which I could never get to know about my friends.
- I felt very good. I got to know that I really know about myself. It was also great to learn, that almost all had the same thoughts.

Summarization: - Everything in your life is the result of what you know, what you experience, and how you interact with your awareness. These elements make up our inner source from which everything evolves. Learning about your self is the most fascinating endeavor. Recognizing strengths, weaknesses along with fears help each one of us to lead a healthy life.

Researcher's Observation: -

- Initially they were a little restless and at discomfort because it was a questionnaire. They were looking forward to fun filled activity.
- Later the students were alert and deeply engrossed in answering the questions related to self – awareness.
- One of the students asked for clarification with respect to definition of fears and how do one describe them.

Session 9: - The world of Visualization

Activity (9): - “Dynamic Imagery Exercise”

Fact Sheet: -

They are visualization exercises based on symbolic images. Each one of them opens the door to a new state of consciousness and can elicit specific psychological and biological changes in the students.

Name of the activity: - “The Butterfly”

Objectives: -

To help the students in revealing the unnoticed inner realities and potentials.

To help the students to recognize their unwanted feelings and making efforts for becoming free from those negative feelings.

Time required: - 20 minutes of exercise and 10 minutes of sharing

(a) Procedure: -

Imagine a caterpillar. You can watch it crawling about on the branch of a tree where it lives. Attaching itself to the branch of the tree, the caterpillar starts forming its cocoon. Gradually it surrounds itself with golden, silken threads until it is totally hidden. Observe the cocoon for a few moments.

Now imagine yourself inside the cocoon. Surrounded by the softness of silk, you are resting in the cool and comfortable golden darkness. You are only dimly aware, so you know exactly what is happening to you. After sometime, on one fine morning the cocoon breaks open, and the rays of light penetrate through a chink. As the beam of light touches you, you feel a sudden surge of vitality and realize that you can shed off the cocoon. As you feel the cocoon falling away, you discover that, with it you are shedding the unwanted feeling off – (Sham, inferiorities, anxiety, depression, memories of painful past, etc).

You are now free. You have more freedom than you ever dreamt you could have. You are now a beautiful, multi colored butterfly. You soon realize that your boundaries have extended infinitely. Now you can fly. Find yourself dwelling, in a totally new realm of colors, of pleasant sounds, of open and beautiful space. Experience yourself flying, being supported by the air, being gently borne up by the breeze, gliding down, flying up again.

Below, you see an immense meadow full of flowers of every kind and color. You settle on one of the flowers so gently that the petals may not even notice it. You fly and then settle on another flower, and then on yet another. Experience each flower as a different being with its own color and fragrance; his/her own particular life and quality. Take your time in experiencing the many aspects of your Expansion, your Freedom, and your Lightness.

(b) Facilitation Question: -

How did you feel after doing the dynamic imagery exercise? Share your feelings in student's diary.

How was the experience of sharing it with your group members?

(c) Sharing / Debriefing: -

After the students wrote their reflections about the Dynamic Imagery Exercise in their logs of significant learning, a few of them shared it with the group members too.

Some of their responses are as follows:

- I could smell the flowers and felt so relaxed.
- My tiredness vanished and it was relaxing.
- It was a wonderful experience. It felt I was out of the world of miseries.
- It was a peaceful experience. I saw my negative feelings gradually going away.

Summarization: - Every individual goes through the process of realization. Introspection and reflection helps us in recognizing our negative feelings, frames of references (beliefs) in a systematic way. It's a gradual process of analyzing our negative experiences. With regular practice one will be able to achieve the benefits of Dynamic Imagery Exercise.

Researcher's Observation: -

- The students felt relaxed and experienced joy and happiness.
- For some students it was difficult to concentrate on the instructions in the beginning of the session.
- Four students could imagine themselves as butterflies through the process of Dynamic Imagery.
- A feeling of positivity reported by 50% of the students.

PART - IV

Title: - Feeling of liberation

Session 10: Visualization Exercise

Activity 10: - “Dynamic Imagery Exercise”

Fact Sheet: -

They are visualization exercises based on symbolic images. Each one of them opens the door to a new state of consciousness and can elicit specific psychological and biological changes in the students. This Dynamic Imagery Exercise helps the students for getting rid of negative feelings.

Objectives: -

- (i) To help the students to get rid of negative feelings and undesirable things.
- (ii) To help the students experience good, pleasant and cheerful mood.

Name of the activity: - “Red Balloon”

Time required: - 30 minutes

(a) Procedure:-

Imagine yourself outside in a place where you are happily relaxed. The surroundings are just as you would like them to be... the sky is blue... temperature ideal... comfortable.

Imagine, near your feet is lying an open container/a box. Start unloading (throwing away), into this container, your negative/unwanted feelings or attitudes which make your life unhappy (may be your gloom, depression, frustration, anxiety). You can visualize your negative feelings as some physical objects, e.g. black, irregular stones or the dirty and dry grass while you are picking out and throwing away in the box. If you are working towards jealousies, then imagine that you are throwing negative feelings away into the container. Continue this until you have cleaned yourself completely of those negative feelings/undesirable things.

Shut the container lid and put a lock on it. Move a few steps away where you find a big red balloon (filled with light gas) which is tied to a peg in the ground. Hold the strong cord of the balloon in your one hand tightly and loosen it from the peg in the ground. Hold the strong cord of the balloon in your one hand tightly and loosen it from the peg, move across to the container and tie the free end of the cord to the handle in the lid. Feel the balloon tugging to get away... and let it go. Watch the balloon rising into the air, vividly red against the blue sky. As you observe the balloon soaring higher

and higher into the air, carrying away all your misery provoking feelings, you experience an ever increasing happiness. The balloon becomes smaller and smaller, a tiny red speck against the blue sky, and finally it disappears completely. With it disappears the container and the unwanted feelings too. Find yourself in a good, pleasant, cheerful mod – enjoying your life.

(b) Facilitative Questions: - (for group reflection and sharing)

- (i) How did you feel after doing the exercise? Specify.
- (ii) Could you recognize some of your negative feelings? If so share it with the group.

(c) Sharing / Debriefing: -

After writing the reflection in their diaries, the students shared their experiences in small groups.

Some of the responses shared are as follows:

- I could recall the negative conversation between me and my mom. With this exercise I would like to become a successful problem solver.
- I felt very nice after doing the exercise and felt very good when the balloon was flying away.
- I could feel the box through my legs fingers.
- I could recognize the feeling of depression. I felt relaxed after the exercise.

Summarization: - Every one of us goes through times where we undergo negative feelings. We need to recognize those negative feelings and situations and work towards it.

Researcher's Observation: -

In both the groups, the students could find themselves comfortable as the instructions were being read out. Their gestures, postures were relaxed. Two of them could not concentrate on the exercise till the end.

Session 11: - Emotional Literacy

Activity (11): - Emotional Awareness and Emotional Management

Fact Sheet: -

Emotional Awareness and Emotional Management helps in identifying ones Positive Emotions and Negative Emotions which helps in developing Emotional Wellbeing.

Objectives: -

- (i) To enable the students to recognize one's own emotional states.
- (ii) Identifying the emotions and classifying them into positive and negative emotions.

Name of the Activity: - "Me and My Emotions" – Worksheet

Time required: - 40 minutes

Procedure: - The following worksheet was given to the students.

Activity – 2

Me and My Emotions

Part – I:

1. What are some of your frequently experienced positive emotions?

2. Share your responses with your friends.

3. Group discussion

Reflect and Share:

- i) How did you feel after talking about your feelings/emotions with others in the group?

- ii) What did you learn about the feelings/emotions of others?

Part – II:

1. What are some of your frequently experienced negative emotions?

2. Share your responses with your friends.

3. Group discussion

Reflect and Share:

- i) How did you feel after talking about your feelings/emotions with others in the group?

- ii) What did you learn about the feelings/emotions of others?

- (c) Sharing / Debriefing: -**

After the experiential learning and sharing, some of the responses given by the students are as follows:

- It was an exciting worksheet. Glad to know we shared similar feelings.
- I was happy to learn that some of my group members had more of positive emotions. Few of them had anger as one of the major negative emotion in them. I felt good talking about my emotions to others.
- We all share similar feelings like happiness, jealousy, anger, and we are like a chain for ourselves.

Summarization: - It's healthy to recognize both our negative as well as positive emotions. Sharing one's own feeling with others helps in developing interpersonal and social skills.

Researcher's Observation: -

- Before the researcher began explaining about 'Emotions' to the students, the group members one by one described about Emotions. They said their life skills education classes has helped them in gaining an insight about emotions.
- In the 2nd group, there was a need to explain about emotions in general.
- Students were happy to recognize both positive and negative emotions. They wanted to work upon their negative emotions, specifically anger and aggression.

Session 12: - Problem Solving Exercise

Activity (12): - Problem Solving Skills "Piece by Piece"-- Daniel Wildman

Fact Sheet: -

Problem Solving is a natural part of life. The ability of an individual to solve problems can mean the difference between success and failure. Lacking the ability to solve problems effectively can be a source of anxiety and stress for any individual. Problem solving is not an exact science, although there are guidelines that a person can follow to become a successful problem – solver.

Flexibility and open – mindedness is an essential part of being able to solve problems, whether it is in one's personal life or occupational life. Possessing advantageous problem solving skills requires a person to understand the problem, create a plan to solve the problem, seeing the plan through and reviewing the plan to ensure that the problem is solved and is not repeated. When a person has difficulty imagining a solution to a problem, it is because he is overwhelmed with the details of the problem or see the big picture. Brainstorming, critical thinking, innovation, lateral thinking, strategies and creativity are all useful techniques that can assist an individual to become better at solving problems.

Objectives: -

- (i) To help the adolescents in managing their emotion.
- (ii) To help the adolescents in management of destructive emotion.
- (iii) To help the adolescents in resolving their conflicts in interpersonal relationship.
- (iv) To arrive to a decision – making with respect to alternative solutions related to day – to – day problems.

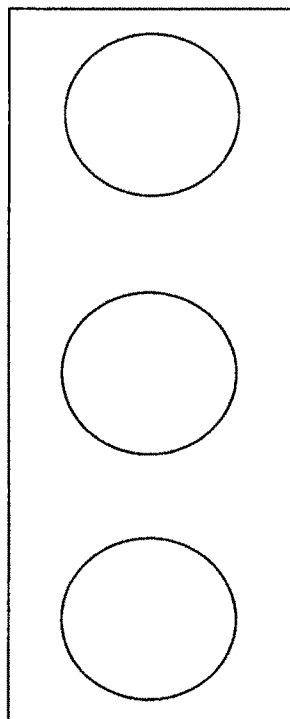
Name of the Activity: - Six step problem – solving process (Roger .P. Weissberg and M. Z. Caplan)

Time required: - 90 minutes

The students used the following six step problem – solving process model for the management of day – to – day problems and destructive emotions for a period of two weeks.

- The model was explained by the researcher. The following model was used by the students.

WHEN YOU HAVE A PROBLEM:



STOP, CALM DOWN, and THINK before you act

Say the PROBLEM and how you FEEL

Set a POSITIVE GOAL

Think of lots of SOLUTIONS

Think ahead to the CONSEQUENCES

GO ahead and TRY the BEST PLAN

(a) Procedure: -

After the Problem Solving Model explanation, the students were given a Worksheet name “Becoming a successful Problem Solver” 1990 Weissberg, Caplan, Bennetto, and Jackson.

Becoming a successful Problem Solver

Name: _____

1. My problem _____

2. The people involved were _____

3. Before the problem was solved:
 - a. My stress level was _____ on a 1 (low) to 10 (high) scale.
 - b. I felt _____ and _____.
 - c. The other people felt _____ and _____.
4. My goal is _____
5. My solution was (what I did or said) _____

6. Was the problem solved? _____
7. If the problem was not solved, what are some different solutions you could have tried? Think ahead to the consequences of each solution.

	Solution		Consequence
a.	_____	-->	_____
b.	_____	-->	_____
c.	_____	-->	_____

8. Which solution do you think is best? _____

9. Why do you think it is best? _____

10. When are you going to try it? _____

(b) Facilitative Questions:

How did you go about using the Six – Step problem – solving process method? Share your one experience using the model.

How did the six – step problem – solving process model help you in management of your destructive emotions?

(c) Sharing / Debriefing: -

After doing the worksheet on “Becoming a Successful Problem Solver” the following responses came up from the few students during the sharing session.

- I used the best solution in managing my sadness and anger.
- I could resolve the problems related to my doubting on people.
- With the problem solving model I can resolve my academic issues related to my Mom. Also my unhappiness can be resolved through this model.
- I can now manage my tension and worries through the six – step problem – solving process.

Summarization: - Students are at their best when they use problem solving skills in managing their day today issues. Every problem has a solution. Keep a good number of alternatives to arrive to a good decision – making. It's good to resolve problems systematically and correctly.

Researcher's Observation: -

- One significant observation came through this session, every student wanted the researcher to introduce the problem – solving model to their parents.
- Some of them wanted the researcher to talk about their problems to parents.
- Issues like going for parties, use of social networking websites and mobile phones were the problems brought to the knowledge of the researcher.

There was a follow – up of the following activities and session done by students at home for a period of ten days: -

- (i) Using Problem Solving Model.
 - (ii) Relaxation Training.
 - (iii) Dynamic Imagery Exercise.
 - (iv) EQ learning and progress chart to be filled up (refer to appendix 6).
- Significant learning for each day was recorded by each of the 19 students in student's diaries.

PART - V

Title: - Coping with Stress and Emotions

Session 13: -The session began with a sharing exercise by all the students in two different groups in different intervals of time. Every student shared about the use of exercises and its personal benefits to them in managing both their interpersonal as well as intrapersonal skills. Management of negative emotions with respect to self and others were also shared by the students.

Activity (13): - “Dynamic Imagery Exercise”

The butterfly exercise on the popular demand from the students was carried out.

Time required: - 20 minutes

Sharing / Debriefing: -

Some of the responses shared by the students after completion of the exercise:

- I felt that I was a butterfly and could smell the flowers. It was a very different experience in comparison to the previous days.
- I could smell roses and felt as if I was in a fairyland. It was an awesome experience, never like before.
- I feel I can taste every color of myself. I could discover the new me...😊
- It seems very beautiful and I am fully relaxed.

Researcher's Observation: -

- In the above relaxation training session, the students could relax better and enjoyed the session.
- Muscular relaxation was observed for every student.
- There was a student who was suffering from physical injury, but inspite of it showed enthusiasm for participation in relaxation training and could achieve his goal.

Session 14: - Coping with Emotions

Activity (14):

Fact Sheet: -

- 1) Fear and ignorance are the root cause of intolerance.
- 2) They create doubts, discontentment and conflict.
- 3) The power of tolerance establishes harmony and peace.
- 4) Tolerance and acceptance is the religion of humanity.

Objective: -

- (i) Understanding that intolerance has always been at the root of all major conflicts.
- (ii) Understanding that keeping an open mind will reap rich benefits.
- (iii) Understanding that we treat people the same way as we would like them to treat us.

Name of the Activity: - Know Yourself

Time required: - 90 minutes

(a) Procedure: -

1. **Know Yourself:** - A worksheet with 10 items was given to all the students to check their levels of tolerance. The following worksheet was given:

Know Yourself:

How tolerant are you? Find out by answering the following questions as honestly as you can.

		Always	Sometimes	Never
1.	Do you make friends on the basis of their wealth or status?			
2.	Do you respect and interact with people of all religions?			
3.	Do you care about what caste a person belongs to when interacting with that person?			
4.	Do you make fun of someone who looks, talks or dresses in a manner different from you?			
5.	Do you behave badly with people who are not as well – off as you are?			
6.	Do you think being fair is more attractive than being dark skinned?			
7.	If you see someone being treated unfairly, do you stand up for that person?			
8.	Do you let other people’s prejudices (say those of your family or close friendly) influence your ideas or behavior?			
9.	Do you wish friends and neighbors on their festivals even if you don’t celebrate those festivals yourself?			
10.	Would you like to treat and be treated equally?			

Interpreting your score:

Maximum score = 30

Minimum score = 10

If your score is between 22 and 30: You truly believe in the principle of equality and tolerance. You treat all human beings with respect and dignity. Try to inspire your friends and classmates to adopt a similar attitude.

If your score is between 15 and 21: You are usually a fair and tolerant person but sometimes get influenced by stereotypes and prejudices. Think carefully about areas where you scored 2 or 1.

If your score is less than 15: Many prejudices seem to be influencing your thoughts and behavior. Is that really the kind of person you wish to be biased, prejudiced, and intolerant? Do you really wish to lead a life filled with divisiveness and conflict? If you don't, start making an effort to bring changes in areas where you scored 2 or 1.

2. Writing slogans which encourage tolerance towards others.

3. Case Study Discussion: -

The followings case study was given to students for discussion: -

“Your teacher punished the entire class because you all were late to reach her class. Some of your friends abused the teacher. What would you do to show tolerance towards the incident?”

Discussion on the above case study took place in small groups. Each group had four students.

(b) Facilitative questions: -

- (i) How does tolerance contribute to peace and harmony?
- (ii) What happens when there is a lack of tolerance? Think of an example.
- (iii) Make a list of all the reasons that make you think badly off or behave badly with someone.

(c) Sharing / Debriefing: -

Some of the responses given by the students are:

- When there is lack of tolerance we often undergo high temper and negative feelings. Hitting back someone is not the answer, talking to him/her is the solution.
- We go out of control when we don't understand why we are blamed or not understood even once. This session helped me in expressing my emotions and how I feel when I am blamed for something.
- If we are tolerant, we would not fight. Instead we will contribute towards resolving the situation.
- Lack of tolerance leads to lack of interpersonal relationships. I could understand this after today's session.

Slogans written by students to encourage tolerance among the group members.

Some of the slogans are as follows:

- ❖ “If you love your special ones truly then you should learn to tolerate them.”
- ❖ “Person, who has tolerance in one hand, has all kinds of successes in the other hand.”
- ❖ “It maybe love
It maybe affection
It maybe a chain of me and you
It maybe way to express my feeling
It’s called Tolerance. . .”
- ❖ “Be tolerant, be smarter.”

Summarization: - The aim of tolerance is peaceful coexistence. While tolerance recognizes individuality and diversity, it removes divisions and hostilities among people perceived to be different because of nationality, religion or heritage. Through understanding and open – mindedness, a tolerant person attracts some different, and by genuinely accepting and accommodating that person, demonstrates tolerance in a practical form. As a result relationships blossom.

The seed of tolerance is sown with love, compassion and care. Where there is lack of love, there is also lack of tolerance. Love makes anything easier to tolerate. Family is the first classroom to learn tolerance, as there is always some adjustment to be made to accommodate others. School is the second classroom. Tolerance cools the strong and agitated negative feelings of others.

Researcher's Observation: -

- There was a strong buzz among the students after the case study was given for discussion.
- Everybody had some or the other issues of intolerance at home and school to be discussed.
- Some of the students also remarked about the school council members being intolerant towards school and teachers.
- A few of the students expressed their parents being intolerant towards them.

PART - VI

Title: - Relaxation Training and Anger Management

Session 15: -

- The session began with the students reporting about the change in their knowledge, attitude and behavior in last one week. Each group reported about it separately.
- Observations were made and noted by the researcher.

Session 16: -

- Both the group underwent the progressive muscular relaxation.

Time required: - 30 minutes

Researcher's Observation: -

- All the students could go through the session with comfort and ease.
- They all reported relaxation and cheerfulness in their mood in the last two weeks.

Session 17: - Anger Management – Dealing with anger

Activity (17):

Fact Sheet: -

1. Anger darkens the mind and you stop thinking wisely.
2. It is an obstacle to human interaction.
3. Anger harms you physically too. (If you have exploded at anyone angrily, you feel your heart pounding, neck veins swelling and blood throbbing in your temples).
4. Most fits of anger or touchiness are but an expression of feeling of insecurity, inferiority or a sense of false pride.
5. Anger itself is not a weakness. Tantrum or Rage is.
6. We feel angry when we do not get what we want or we are hurt because of what someone said or did.

Objectives: -

- (i) To help students in recognizing the symptoms of anger.
- (ii) To help students in questioning about their anger.
- (iii) To help students handle anger.

Time required: - 1 hour each for 3 days.

(a) Procedure: -

- 1. The students did a worksheet on “Questions About Your Anger”.
- 2. Case studies of students who volunteered to share their experience were done in small groups.
- 3. Anger Scale was administered on all the students.
- 4. A worksheet on “How You Handle Anger” was also administered on students.

The following worksheets were given to the students:

Questions about Your Anger:

- 1. How do you know when you are angry?

- 2. Where in your body you feel anger? List you physical signs of being angry.

- 3. What is the first sign of anger you notice? List your early warning signs that tell you when you are starting to become angry.

4. What makes you angry? List all the things you can think of... all the way from small annoyances to big problems.

Write the things that make you angry on the scale below, according to how angry they usually make you feel.

How Angry	Situations or Events
100 As angry as possible	
95	
90	
85	
80	
75	
70	
65	
60	
55	
50 Moderately angry	
45	
40	
35	
30	
25	
20	
15	
10	
5	
0 Not angry at all	

How You Handle Anger?

1. How do you usually react when you feel angry?

2. Think about the last time you react in an unhealthy or negative way to anger. What happened right before you got angry?

3. How did you react?

4. How did you feel after you reacted?

5. What could you have done instead?

6. What would happen if you were to react in a more positive way?

(b) Facilitative Questions: -

- (i) When is anger good?
- (ii) Is it okay to get angry at time? When?
- (iii) What are some good ways to handle someone else's anger?
- (iv) Can someone or something cause you to get angry?

In small groups, the discussion took place on the basis of the facilitative questions.

(c) Sharing / Debriefing: -

Some of the responses given by students are as follows:

For: - Anger is Good:

- Anger is good because if someone is wrong or if I am misunderstood, then anger is justified.
- Anger is good if someone is scolding us for a wrong reason.
- Anger in any form is not healthy.
- Anger is good when we fight for our own rights.

For: - Good ways to handle someone else's anger: -

- Talk to the person when he or she is in a mood to listen to.
- Handling my tuition teacher with calmness. I started being polite towards him.
- I have stopped arguing with my mom. Starts talking about things with her.
- Fighting is not a solution to handle someone else's anger. We can ignore the person and his argument for some time.

Summarization: - Anger is an emotion. It is a signal that we think we are being treated unfairly. Feelings are neither right nor wrong. It is okay to hurt ourselves, others or property when we feel angry.

Recognize anger – know when you are angry and what makes you angry.

Practice positive responses – practice, practice, practice until your new positive responses become habitual.

Researcher's Observation: -

- The students started being comfortable with their emotions and are making efforts to deal with their negative emotions, especially anger.
- The students enacted some of the signs of anger, for clarity in their small groups.
- 50% of the students in both the groups reported that the program has led to an insight to understand anger as an emotion.

Follow – up Activities: -

For a period of a week the students were asked to carry out “A Plan for Dealing With Anger”. The following plan was used by the students:

Sharing by the students on the 7th Day: -

Some of the responses are as follows: -

- I am calm and happy and I have become more tolerant.
- I am cheerful and have been able to control my anger through the exercises in the last 3 days.
- I have become cool and positive towards others.
- I have realized that I don't get angry because of people but it is because of me. I have started controlling my anger through the anger management plan.

The session ended with filling up of the EQ learning and progress chart filled by all the students.

In small groups, experiential learning through the anger – management plan was done.

EQ LEARNING AND PROGRESS CHART

Date	Session / Topic	Significant Learning	Follow-up plan	Outcomes / Changes		
				Knowledge	Attitude	Behavior
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

Plan for Dealing with Anger

1. Make a plan. Write down one of the situations from your anger scale. Choose one that causes you to feel a little angry. Describe how you would like to react in the future to this situation.

2. Choose a situation near the top of your anger scale. Describe how you would like to react to a situation like this.

3. What negative behavior do you most want to avoid when you experience anger?

4. What will you for do instead?

5. What will you do when you experience your early warning signs of anger?

6. How will you handle situations when you feel very angry?

Practice positive reactions to everyday stresses

Walk away instead of reacting in anger. Its okay to stomp your feet if you need to! Exercise. This helps get rid of the physical energy that is built up by anger.

Talk to someone who is not feeling angry with. Phone a friend, relative, or professional. Tell them about what happened and how you are feeling.

Distract yourself. Do something you enjoy, like reading, TV, music, games, going to the store, cooking a meal . . . and take your mind off the anger. Come back and deal with it when you are feeling calmer.

Count 10 breaths. The reasons for counting your breaths are: 1) to calm and relax you by breathing more deeply and 2) to pause for a few moments instead of reacting automatically.

Write about it. Get your feelings and thoughts out on paper instead of confronting the source of your anger right away.

Deal with it when you feel calm. Get away from the situation, and come back later. You will react more positively.

The more practice you get at reacting in positive ways, waiting until the anger goes down a little before responding, and learning new habits, the more easily you will be able to manage anger.

Write instances of how you managed stressful situations without getting angry.

Day 1: _____

Day 2: _____

Day 3: _____

Day 4: _____

Day 5: _____

Day 6: _____

Day 7: _____

PART - VII

Title: - *Social and Emotional Learning Program*

Session 18: -

The session began by experiential learning shared by all the students in their own small group.

The anger management exercises along with relaxation training helped the students in recognizing their emotions and improved their interpersonal relationship in school as well as at home.

Activity (18): - Dynamic Imagery Exercise

Fact Sheet: -

Visualization exercise for realizing one's own inner realities and potentials.

Objectives: -

- (i) To help the students in recognizing their emotions and feelings.
- (ii) To help the students in developing the sense of mastery.

Name of the Activity: - “The Ship” (For developing the sense of mastery)

Time required: - 30 minutes

(a) Procedure: -

“Imagine a big ship at the beginning of its voyage. The wind is filling its sails as it moves toward the open sea. Vividly visualize the ship with its billowing sails, its bows breasting the waves. Realize the propelling power of the wind, and listen to the sound of the waves as the ship heads toward its destination.

Now imagine yourself on the ship. You are at the helm, conscious of the open sea ahead. The water sparkles in the sunlight, and you can barely distinguish the point where, far away, the sea and the sky merge at the horizon. You sense the smell of the sea and feel the wind beating your face.

And now you realize that you are feeling the wooden surface of the wheel in your hands. You can turn the helm to your right or to your left now. And you are aware of your mastery over the ship. Concentrate on your power of aiming the ship in what direction you want. It is an effortless mastery. You are making the decisions regarding movements of your ship. . . And every decision is immediately transformed into an action. Be conscious of this sense of mastery.”

(b) *Facilitation Questions:*

- (i) What and how did you feel the experience of being on a ship? Specify.
- (ii) How far did you achieve the sense of mastery? Narrate.

(c) *Sharing / Debriefing: -*

After the Visualization exercise, the students wrote their reflections in the students diary and shared their experiential learning in small groups.

Some of the responses given by the students are as follows:

- I could feel the energy in myself. And could smell the sea and feel the ocean breeze.
- I could not attend to the instructions till the end. But felt relaxed and calm.
- This exercise was very different. The AC air in the room made me feel like the breeze. It was a good relaxing feeling.
- I could smell the sea and sense the wind. It was a beautiful experience and I felt a sense of confidence after the exercise.

Summarization: -

Each one of us would like to achieve something or the other in life. Believing in oneself and one's thoughts and actions helps one to achieve a sense of mastery. Each one of us can achieve as he or she learns to progress in life.

Researcher's Observation: -

- Boys were restless could not relax and concentrate.
- Girls were in the flow of exercise. They could relax and concentrate better.

Session 19: - REBT Exercise for Management of Destructive Emotions:

Fact Sheet: -

Understanding the connection between thoughts, feelings and behaviors is a critical component.

Objectives: -

- (i) To recognize that feelings change.
- (ii) To understand different feelings and experiences and how they are perceived.
- (iii) To understand that having feelings is natural.

Time required: - 2 hours

(a) Procedure: -

I. Activity: -

1. Think of a specific situation where you face any one of the following emotions: -
 - a) Anger
 - b) Hurt
 - c) Sadness
 - d) Disappointment

- e) Fear
- f) Shame
- g) Guilt
- h) Frustration

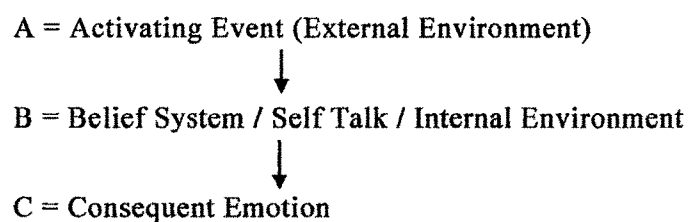
2. Describe the situation(in writing)
3. Describe the emotions (in writing)
4. Ask yourself, “Why did I feel the way I did in the situation? Write down your answers.”

II. Some of the emotions chosen by the students were Guilt, Hurt, Fear, and Anger.

III. In small groups, discussion was carried out related to the management of emotions.

Summarization: - Each one of us has both positive as well as negative emotions. Our feelings and behaviors lead to various emotional expressions. Sharing one’s own emotions at the right time and in a right way helps one in emotional strengthening.

IV. The following REBT Model was explained to the students with respect to Management of Emotions:



The two different kinds of talk were also discussed: -

- (i) Rational talks
- (ii) Irrational talks

- Rational talk is based on facts or evidences or verifiable data.
- Irrational talks are based on irrational beliefs.

This was followed by an activity: - “Demands Keep Us Unhappy”

- Demands are one of the most common forms of being irrational.
- What demands do you make on yourself, on others and on the world?

Demands I make on Myself: -

I have to _____

I can't _____

I should _____

I shouldn't _____

Demands I make on Others: -

People should _____

People shouldn't _____

Demands I make on the World or on Life: -

The world / life should _____

The world / life shouldn't _____

Sharing: - The students shared their responses in small groups and the researcher made observations for the same.

Session 20: - Social and Emotional Learning (SEL)

Fact Sheet: -

Efforts to educate the heart along with the mind is very important. Resolving conflicts creatively enhances social and emotional learning. The goal is to create a peaceful environment through Co-operation, Caring Communication, Expression of Feelings, Appreciation of Diversity and Responsible Decision Making.

Objectives: -

- (i) To help the middle school students in the development of Social and Emotional learning.
- (ii) To help the students to express their feelings in a constructive and non – violent manner.

Name of the Activity: - “Expression of Feelings” (Social and Emotional learning through Conflict Resolution) by Janet Palti and Linda Lantieri

Time required: - 60 minutes

(a) Procedure: -

The following I – messages were used as a powerful tool by the students:

- (i) I feel angry when you call me a name because it hurts my feelings.
- (ii) I felt hurt when you pulled me out of the class.

(iii) I fear that you will not share the answers with me as I remained absent from the class.

- Based on the above statements, the students were divided into small groups for Role plays.

(b) Facilitative Questions:

(i) How did you feel enacting the 'I statements'?

(ii) What emotions and feelings did you identify during the role - play exercises?

(c) Sharing / Debriefing: -

After the role plays, the students shared their experiences to the group members.

Some of the responses are:

- I realize that when someone says bad about others, it hurts badly.
- It's difficult to come out of the painful experience.
- It feels great to work as a support for others.
- Talking to a friend helps in resolving conflicts.

Summarization: - Students should be encouraged to express their positive and negative feelings. Each one should take an opportunity to express feelings in school as well as at home.

Researcher's Observation: -

- After the above activity, the students did talk about the caring and sharing process in school as well as at home.

- They said it is only when you care and share; you receive the same from others.

Session 21: - Relaxation Training Program (refer to session 3 learning to relax)

For both the groups the researcher conducted a 20 minutes session on Progressive Muscular Relaxation Training.

Sharing by the Groups: -

We have seen positive changes in ourselves with respect to anxieties and management of negative emotions.

Session 22: - Feedback and Reflections (Refer Appendix - VI)

All the students had filled up a feedback and Reflections form about the program “Happiness Program”. The activity lasted for 30 minutes and 20 minutes of group sharing was done.

Session 23: - All the students were given the following Social and Emotional Learning (SEL) Exercise to carry it home:

Activity: - Responsible Decision Making (Model)

- Tell what the problem is.
- Find as many different solutions as possible.
- Decision which solutions are ‘Good’.
- Choose one solution and act.

Session 24: - Personal Sharing Session

Sharing of personal changes through this program was reported by the students. The session lasted for an hour.

Some of the personal changes reported are: -

- I have learnt to manage my anger and use problem solving model for solving my day – to – day issues. I remain happy and positive after the “Happiness Program”.
- I have become polite to my Mom and Dad.
- I learnt that arguments have no end, and when we calmly react the things sort out fast. I have developed a positive relationship with my Mom.
- I learnt the art of respecting others.
- I have become a good listener. I have become helpful and polite after this program.
- I have learnt to fight with my loneliness and depression. I don’t complain about it anymore.
- I think before I speak. I don’t argue with my Mom anymore.
- I have become tolerant, the most happening thing to me after this program.
- I have become calm, gentle, peaceful, disciplined, and respectful. Now I don’t fight. I don’t even abuse. Stopped arguing with people too.

- I have become calmer and sensible. My personal learning's are that fights would never resolve any problem. One has to think and work sensibly to solve and resolve a problem.

The testing Program for the Students: -

All the 19 students underwent a post – testing session on Bar – On Emotional Quotient – Inventory Youth Version and the newly developed scale “*Neuro – Affliction Scale*”.

The following scale was developed as a part of the Intervention Program: -

Name of the Scale: - Neuro - Affliction Scale

The scale is basically based on 6 dimensions: -

The definition of the dimensions are as follows:

Operational Definitions:

1. Low Self Esteem:

It's a state of the mind where in an individual feels low about self and as a result has low self-worth. This often manifests in behaviors like avoiding others, being too sensitive to remarks made on him by others, and not taking any initiative on his own, etc.

2. Overconfidence:

It's an exaggeration of one's own self and may be manifested in behaviors like, 'I am right' and 'I am a person without faults', and sees others full of faults. The individual considers himself as flawless and always right and imposes himself on others and forces his opinion and ways on others.

3. Harboring Negative Emotions:

It is a state of mind where the thing that entertains oneself, others and the world is accompanied by negative emotions. It is manifested in behaviors like causing harm to oneself as well as others, remaining in a state of depression accompanied by feelings of helplessness and hopelessness.

4. Envy and Jealousy:

It is an emotional state where in an individual is unhappy about the success of others. He thinks of himself as a rival of somebody and throws aggression onto them. It is manifested in behaviors like devaluing people and engaging in putting them down, especially in front of others.

5. Lack of Compassion:

It is an emotional and social response of not understanding and non-acceptance of others "as they are." It is manifested in behaviors like being unhappy about others success or enjoy seeing people fight.

6. Inability to have Close Interpersonal Relations:

It is defined as non-caring and non-acceptance of others, bringing in gap between self and others. It is manifested in behaviors like less of warmth, non co-operation and very little communication with others....

Neuro – Affliction Scale

Instructions: Read each statement carefully. Choose you own response from very seldom true of me (1) Very seldom true of me, (2) Seldom true of me, (3) Often true of me, (4) Very often true of me and (5) Always true of me. They are your own individual responses. There is no right or wrong answers. Relax and give the first response that comes to your mind. **ALL THE BEST.**

Dimension: I – Low Self Esteem: -

1. I feel that I am good for nothing.
2. I am not fond of myself.
3. I feel I can't achieve the tasks I set.
4. I feel that nobody loves me.
5. My friends think that I look ugly.
6. I fear that I don't get good grades in class.
7. I feel I am a failure.
8. I will never be able to make my parents feel proud of me.
9. I think my friends don't like me.
10. I feel like crying most of the times.

Dimension: II – Over Confidence: -

1. I feel that nobody can do well, as I can do in academics. / I feel that nobody can beat me in academics in my school.
2. Success is "What I am".
3. I have the ability to take up challenges which other's can't.
4. I can never do a mistake.
5. I can never fail in anything.
6. I will always be the first ranker in my class.
7. I think I am always right in what I do and think.
8. My teachers have less knowledge than me.
9. I dislike when people advice and suggest me.
10. I can't stand people's responses in the group discussion.

Dimension: III – Harboring Negative Emotions: -

1. I feel like running away from everything.
2. I feel worthless.
3. I feel dejected most of the times.
4. I suppress my feelings mostly.
5. I often indulge in self injury.
6. I feel like hitting others.
7. I am depressed.
8. I feel like world is coming to an end.
9. I feel uneasy when people think high of themselves.
10. I feel helpless many a times.

Dimension: IV – Jealousy and Envy: -

1. I am not comfortable to see my own people around.
2. I feel like putting people down.
3. I am not very eager to listen to others.
4. I can't stand people who are ahead of me.
5. I don't feel like smiling at my friends.
6. I feel bad about somebody's achievements.
7. I become anxious when I come across people who have more comfort in life.
8. I don't feel like helping my friends.
9. I pass negative comments at others.
10. I disregard others feelings.

Dimension: V – Lack of Compassion: -

1. I dislike the way people talk about themselves.
2. I can't get along with others.
3. I can't stand that others are happy.
4. I don't like to share my personal belongings with others.
5. I can't show affection towards most of my friends.
6. When my friends are in trouble, I keep a safe distance from them.
7. I dislike when people cry for little or big things.
8. I enjoy seeing people fight.
9. I hate to go out and help in slum areas.
10. When others are being teased, I burst out with laughter.

Dimension: VI – Inability to have close interpersonal relations: -

1. I don't feel like talking to others.
2. I cannot talk about my feelings to others.
3. I do not care what happens to other people.
4. I am unable to respect others.
5. Even while doing a group work, I prefer to work alone.
6. I get upset when others touch my belongings without my permission.
7. I don't share about my weaknesses with my own people.
8. Visiting friends at different occasions is difficult for me.
9. In most of the situations, I can't relate to others.
10. I don't have too many close friends.



- There are in all 60 items given in the scale. Every Dimension has 10 items defined.

The scoring is categorized under five options. They are as follows:

- 1 = Very Seldom True of Me
- 2 = Seldom True of Me
- 3 = Often True of Me
- 4 = Very Often True of Me
- 5 = Almost Always True of Me

Each category has a score description. The higher the scores, the higher the percentage of negative emotions.