Appendix- A

Consent Form

I, Mr. / Ms.…………………………………………………………………… Father/ Mother/ Guardian of …………………… of class……………………………………student in ………………………………………………………………….. hereby give consent for sending my ward to program conducted for the purpose of Research Program.

Signature of the Parent/ Guardian

Place:

Date:
Appendix-B

Socio –Demographic Questionnaire

Please fill up the following:

Name: __________________________ Class: ______________________________

Gender: Male/Female ___________ Age: ________________________________

Birth Order: ____________________________

Type of the School: Private/Public ________________________________

Father’s Occupation: _______________ Father’s Education: ______________

Mother’s Occupation: _______________ Mother’s Education: ____________

Income of Your Family: ________________________________

Place of Birth: Urban /Semi urban/Rural _____________________________

Total Number of Siblings: ________________________________

Age of Siblings: ________________________________

Sex of Siblings: ________________________________

Contact Number: ________________________________

Kindly provide all the information. The information provided will be kept confidential and will be used for research purpose only.
# Appendix- C

## Kessler Psychological Distress Scale (K10)

Name: ______________________

Instruction:

The following statements measure your ability to think, feel, make decision, and act on your own. Please read each statement carefully and mark your response for the given option which you feel implies to you.

In the last four weeks, about how often…

<table>
<thead>
<tr>
<th></th>
<th>Did you feel tired out for no good reasons?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Did you feel nervous?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Did you feel so nervous that nothing could calm you down?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Did you feel hopeless?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Did you feel restless or fidgety?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Did you feel so restless that you could not sit still?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Did you feel depressed?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Did you feel that everything was an effort?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Did you feel so sad that nothing could cheer you up?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Did you feel worthless?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Score:
Appendix-D

Multi-Dimensional Emotional Empathy Scale (MDEES)

Name: ______________________

Instruction:

The following statements measure your ability to think, feel, make decision, and act on your own. Please read each statement carefully and mark your response for the given option which you feel implies to you.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I feel like crying when watching a sad movie.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Certain pieces of music can really move me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I don't give others' feelings much thought.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Seeing a hurt animal by the side of the road is very upsetting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>It makes me happy when I see people being nice to each other.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The suffering of others deeply disturbs me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I always try to tune in to the feelings of those around me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I get very upset when I see a young child who is being treated meanly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Too much is made of the suffering of pets or animals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>If someone is upset I get upset, too.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>When I'm with other people who are laughing I join in.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>It makes me mad to see someone treated unjustly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I rarely take notice when people treat each other warmly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td>Score</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>I feel happy when I see people laughing and enjoying themselves.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>It's easy for me to get carried away by other people's emotions.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>My feelings are my own and don't reflect how others feel.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>If a crowd gets excited about something so do I.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>I feel good when I help someone out or do something nice for someone.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>I feel deeply for others.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>I don't cry easily.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>I feel other people's pain.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Seeing other people smile makes me smile.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Being around happy people makes me feel happy, too.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>TV or news stories about injured or sick children greatly upset me.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>I cry at sad parts of the books I read.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Being around people who are depressed brings my mood down.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>I find it annoying when people cry in public.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>It hurts to see another person in pain.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>I get a warm feeling for someone if I see them helping another person.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>I feel other people's joy.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Score:
Appendix- E

Adolescent Autonomy Questionnaire (AAQ)

Name: ______________________

Instruction:

The following statements measure your ability to think, feel, make decision, and act on your own. Please read each statement carefully and mark your response for the given option which you feel implies to you.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Very had descriptive of me</th>
<th>bad descriptive of me</th>
<th>Average descriptive of me</th>
<th>Good descriptive of me</th>
<th>Very good descriptive of me</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I find it difficult to decide what I want</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I can make a choice easily</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I often don’t know what to think</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>When people ask me what I want, I immediately know to answer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I often hesitate about what to do</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>When I act against the will of others, I usually get nervous.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7</td>
<td>I have a strong tendency to comply with the wishes of others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>When I disagree with others, I tell them</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I often agree with others, even if I am not sure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I often change my mind after listening to others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I go straight for my goal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I find it difficult to start a new activity on my own</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I can easily begin with new undertakings on my own</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>I am an adventurous person</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>I quickly feel at ease in a new situation</td>
<td></td>
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</tr>
</tbody>
</table>

Score:
Appendix- F

LIFE SKILLS PROGRAMME LESSON TITLES AND SEQUENCE

The life skills training programme described here represent only a part of the programme that they were taken from, and the lesson descriptions have been abbreviated. For deciding the format of the life skills programme, the researcher has referred documents of World Health Organization (WHO) for providing life skills training. In the documents of the life skills training, World Health Organization (WHO) has suggested certain types of activities, like class discussion, brainstorming, role playing, storytelling and game which were employed to train on life skills. Beginning of every session commenced with participants sharing their attempts, successes and failures in carrying out the given assignments which were meant to be practiced outside the sessions by reflecting on the learning in the previous session. Once the reporting was done, the activity for the session was started which was based on situational tests and experiential learning. The sessions were terminated after the post reflective and summarizing process.

The group interaction that followed had mutual benefit for all the members as they engaged themselves in giving and receiving positive feedback. In the light of the awareness received, a plan of action was formulated for the members as assignments. Given below is a description of each session with regard to activities and rationale.
# A MODEL OF LIFE SKILLS TRAINING INTERVENTION (FLOW CHART)

## LIFE SKILLS TRAINING PROGRAM

### STAGE I: PREPARATORY STAGE

<table>
<thead>
<tr>
<th>Sl. No. of day’s</th>
<th>Session no</th>
<th>Input Session</th>
<th>Number of students in each session</th>
<th>Duration of each session</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Make introduction and preparing participants for the program</td>
<td>10</td>
<td>60 min</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>60 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Development of group cohesiveness and explanation of life skills training</td>
<td>10</td>
<td>60 min</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td>60 min</td>
</tr>
</tbody>
</table>

### STAGE II: WORKING STAGE

<table>
<thead>
<tr>
<th>Sl. No. of day’s</th>
<th>Session no</th>
<th>Input Session</th>
<th>Number of students in each session</th>
<th>Duration of each session</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Training on decision making and problem solving</td>
<td>10</td>
<td>60 min</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td>60 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Training on creative thinking and critical thinking</td>
<td>10</td>
<td>60 min</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
<td>60 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Training on coping with emotion and coping with stress</td>
<td>10</td>
<td>60 min</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
<td>60 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Training on self-awareness and empathy</td>
<td>10</td>
<td>60 min</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td></td>
<td></td>
<td>60 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Training on communication and interpersonal relationship skills</td>
<td>10</td>
<td>60 min</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td></td>
<td></td>
<td>60 min</td>
</tr>
</tbody>
</table>

### STAGE III: ENDING STAGE

<table>
<thead>
<tr>
<th>Sl. No. of day’s</th>
<th>Session no</th>
<th>Input Session</th>
<th>Number of students in each session</th>
<th>Duration of each session</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Ending stage (Termination of the sessions), and discharged the participants</td>
<td>10</td>
<td>60 min</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td></td>
<td></td>
<td>60 min</td>
</tr>
</tbody>
</table>
STAGE I - THE PREPARATORY STAGE (Preparing the group for Intervention)

This stage consisted of two sessions that aimed at preparing the group for the intervention. The sessions aimed to make introduction, preparing participant for the program, development of group cohesiveness, explanation of life skills training and goal setting.

Session I: Make introduction and preparing participant for the program

Part I

Aim

Make introduction and familiarity with the member of the group

Objectives

To introduce facilitators to participants and participants to one another
To build a rapport between the facilitator and the participants
To complete the group formation procedures
To share the introduction to the training

Process

During the first part of the initial session, the researcher was able to complete the group formation procedures. To begin with, the rapport was established to make them comfortable for an interaction during the sessions. The researcher and the adolescent students were introduced to each other. This was done by inviting each group member to introduce themselves. They were asked and encouraged to speak about their family, friends, the subjects which they like most, their favorite game, art form, food, hero,
hobbies, school, role model etc. They were also encouraged to identify their goals and ambitions.

**Session I-Part II**

**Aim**

Preparing the participants for the program

**Objectives**

To develop friendly atmosphere

To share the objectives of setting the rules and norms

To build confidence and positive attitudes among the participants

**Process**

The second part was aimed at preparing the group members for the intervention programs/activities that focused on enabling the group members in overcoming their inhibitions and to understand each other better. The subjects were explained about the selection procedure for the intervention program on the basis of their responses to the questionnaires. The researcher accomplished the objectives of setting norms and building confidence and positive attitudes among the participants, further issues like importance of building up trust, norm formation and maintaining confidentiality were discussed. It was also explained that how individual can contribute to this process and in the bargain get benefited, by sharing their experiences, ideas and views.
Session II: Development of Group Cohesiveness and Explanation of Life Skills Training

Part I

Aim

Development of group cohesiveness

Objectives

To develop the important aspects of trust, confidentiality and team spirit

To identify students concerns and needs on various areas of life skills

To prioritize the needs on various areas of life skills in the participants and groups

Process

The session began with the review of the experiences of the group members as a result of increased self-observation and introspection following the group interactions during the previous sessions. The first part of second session focused on the development of specific skills and strategies facilitated by the researcher so as to give the group member's an understanding of group cohesiveness and such important aspects as trust, confidentiality, team spirit etc., in a group setting through experiential group processes. This was followed by identifying their concerns and needs on various areas of life skills, their knowledge, their values, their attitudes, and their understanding and awareness of the usage of the various life skills in their day to day life. The next step was to introduce the life skills training program and prioritize the needs of the individual participants and of the group as a whole. Further the strengths and resources both at the individual level
and of the group as a whole were identified. Following which the practicability for achieving the said needs was also focused upon.

Session II-Part II

Aim

Explanation of Life Skills Training (LST)

Objectives

To share objectives of the training workshop

To share training methodology

To set the goals and outline the schedule

Process

In this part a brief explanation was given to the group about what life skills training is all about and how it would help them to deal with their psychological problems. Furthermore this session focused on reviewing the utilization of their existing life skills. This process enabled the researcher to set the goals for the group for enhancing their life skills with a plan of action. Following which the rationale for the study was analyzed and the goals set for the future sessions were also reviewed. The group as a whole came out with a consensus wherein it was revealed that they were deficient in some aspects of life skills, academic skills, anxiety, depression, coping with emotion and with stress, empathy, communication and social/interpersonal skills, decision-making skills and self-care skills.
STAGE II - THE WORKING STAGE (Implementation of intervention sessions)

The working stage aims at introducing the group to the intervention techniques meant to build up their existing life skills. This stage consists of five sessions; each session has been divided into two parts wherein each part focuses on enhancing different life skills. This purpose was achieved through active participation and cooperative learning, which included class discussions, brain storming, story-telling, role plays, games, songs and dances and finally arriving at a consensus.

Session III: Training on Decision Making and Problem Solving

Part I

Aim

Development of abilities to make informed and responsible decisions

Objectives

To learn basic steps for decision making
To make decisions more rationally and wisely
To recognize the choices we have about many important things in our lives
To avoid making decisions sloppily or by default
To avoid a variety of irrational ideas, false assumptions, fears, needs and other emotions that block good decision making

Process

This session began with a review of the previous sessions, wherein following group formations, factors like setting of norms, building of positive attitudes and confidence, instilling of team spirit and group cohesiveness were dealt with. Then the
groups were prepared for intervention by assessing their knowledge of life skills, identifying their existing needs, strength resources and concerns. This was followed by a review of the utilization of their existing life skills, thereby paving the way for setting goals to iron out any deficiencies in their existing life skills. The main objective of these earlier sessions was to build a rapport between the facilitator and the participants and to set the goals for enhancement of the existing life skill levels of the participants. This facilitated the researcher to formulate a plan of action with the objective of enhancing the existing life skills of the participants of the said genre through training sessions.

The first session of the working stage was begun with researcher explanation about the importance of making decisions, which life can be viewed as a series of decisions which determine the outcome of one’s life. Rational decisions enable individuals to “take charge” of their lives. Then students were asked to explore the advantages and disadvantages of different ways of making decisions, such as:

- By impulse
- By procrastinating, or "putting off" making a decision
- By not deciding
- By letting others make decisions for us
- By evaluating all choices and then deciding

The researcher then explained the group that the last way - evaluating different aspects of the situation is the best process to use when making an important decision. And the following steps for decision making were presented.

Step 1: Understand the problem and goals clearly

Step 2: Consider a wide variety of alternative course of action
Step 3: Gather all information about the decision (considering values, goals, and list what facts you need to know)

Step 4: List the advantages and disadvantages of each choice

Step 5: Make your decision and list your reasons for this choice

Step 6: Throw yourself into carrying out the decision

The students went through group activity in which they were asked to make decision in dilemmas situations, first together and then in small groups. Then the students compared how the different groups handled the same dilemma. The researcher asked if anyone wants to share a real dilemma that the group could try to look at using the decision making steps. At the end of this part the following questions were raised by researcher and students were asked to think, discus and share the experience which they had with others.

1. Has anyone in the group ever made a decision that didn't turn out well? Have they used the decision making model and did it help? How? Which step?
2. How do you know if you have all the facts you need to make a decision? Who could you talk to?
3. Do you think you could really use this model?

Session III-Part II

Aim

Development of abilities to solve problems

Objectives

To identify the appropriate methods for specific problems

To apply the appropriate methods for specific problems
To deal constructively with problems in their lives

To identify ways to improve one’s problem solving skills

**Process**

The lesson was based on ten steps to solve the problem, with activities designed to help students work through each step. Researcher explained the students when we are stressed by events, we are unable to be good problem-solvers as we either see no solution or one we don’t like. There are steps to good problem-solving that we can follow no matter how stressed we are. Following steps give us a plan and results in better solutions being found.

Step 1: Define the problem

Step 2: Recognize how you feel about the problem. Accept your feelings

Step 3: Relax and try not to think about solutions for a while

Step 4: Consider all possible solutions

Step 5: Try to imagine how other people might solve the problem or how to obtain the information needed to solve the problem.

Step 6: Evaluate the pros and cons of each solution.

Step 7: Arrange the solutions into a list starting with the least practical or least desirable one, all the way to the best.

Step 8: Make a choice.

Step 9: Briefly consider some favorable or positive aspects of the original problem. Can you think about it differently? Undesirable events often produce spectacular strengths.

Step 10: Finally the tenth step is required for individual to congratulate oneself for the successful solution of the problem without much distress.
The session comprised of group activities in different situations in the form of role-play and brainstorming. A short role play was used to show an argument, and the students were asked to define what the problem was, without making judgments about who was right or wrong. The group was asked to consider what effect defining a problem had on the way they perceive it. The group was asked to show an argument developing and taking place, followed by a definition of the problem. Problems that the children experienced were introduced as examples of problems for the class to work on together.

The students brainstorming was another group activity which used to show how many possible courses of action could be taken to solve the problem. The group looked at the list of problems that they experienced and feelings generated, and suggested what could be done to meet the needs each feeling represented. Once something had been suggested for each feeling, and for each person in the problem scenario, the list of options was compared to the original problem situation, and the group put forward suggestions for an appropriate solution. Finally, a plan was drawn up which composed of small steps that each person involved in the argument could take to bring about a solution.

Based on these activities and observations, the above steps for decision making and problem solving were concluded as effective mode in the enhancement of problem-solving/decision-making skills. Discussions for constructive alternatives were held and home tasks were assigned at the end of the session.
Session IV: Training on Creative Thinking and Critical Thinking

Part 1

Aim

Development of capacities to think creatively and helping students to learn how to think more productively by combining creative thinking

Objectives

To introduce definition of creativity
To emphasize the importance of creativity
To outline techniques for enhancing creativity in adolescents
To provide examples of own creativity from everyday experiences, and during teaching

Process

This session commenced with a discussion on the workings of the previous sessions wherein discussion touched upon as to how many of the participants could successfully implement the stages in problem-solving and decision-making, discussed during the session. There was also a discussion on the hindrances one found in translating these principles into actual life situations. This helped in arriving at a conclusion as to how one could overcome these obstacles.

At the beginning of fourth session the researcher made a clear definition of creativity and introduced creativity from two different aspects. Firstly creativity defined as an ability, to imagine or invent something new and also he defined creativity as an attitude, which this is the ability to accept change and newness, a willingness to play
with ideas and possibilities, a flexibility of outlook, the habit of enjoying the good, while looking for ways to improve it. Then researcher noted that creative people work hard and continually to improve ideas and solutions, by making gradual alterations and refinements to their works. Researcher introduced some steps to help adolescent to become creative more than ever before. These steps enabled students to identify their own resource, which paved the way for each of them to set new goals for themselves. Finally experiential learning activities were administered to participant and to the group as a whole so as to ensure that the entire group of participant experience creativity processes in a group setting.

In this group activity researcher divided the participants into groups of 5 and some tools which had already been provided by researcher were distributed amongst them (pencil, eraser, drinking glass, book, sheet of paper, ruler, sheets of chart paper and markers). In next step researcher asked the participants to divide the paper by making two columns and labeling them as 1 and 2 to write down as many uses of their object as they could in column 1 (researcher encouraged them to come up with as many unusual uses as possible without worrying about being right or wrong). Once the groups finished, the researcher invited them to present their ideas and display their charts in the class. The participants went back to their groups and individually read the material first and then discussed it in groups, focusing their discussion around the following questions:

- What do we mean by creativity?
- Why is it important to have creativity as a skill?
- What techniques can we use to enhance creativity?
- How creative do you think your ideas were in exercise, and explain why?
• Can you provide examples of creative activities during teaching or using creativity in other situations?

In the termination of discussion the groups were asked to revisit their exercise at the beginning of the session and see if they can come up with more creative ideas, writing them down in column 2 on the chart paper and sharing any new ideas with the remaining groups. This part got over with summarizes of the discussion.

**Session IV-Part II**

**Aim**

Development of capacities to think critically

**Objectives**

To introduce definition of critical thinking skills

To emphasize the importance of critical thinking skill

To outline techniques for enhancing critical thinking skills in adolescents

**Process**

As the same line with other skills at the beginning of this part, critical thinking was defined by the researcher as the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning or communication, as a guide to belief and action.

A group activity in the form of storytelling and group discussion were implemented. Participants were provided by a picture and they were asked to take a note of the situation which may represent. Small card distributed among students and
researcher asked them to write down their ideas on it. Once the participants had finished, they were asked to display their cards and narrate their interpretation of the story the picture is telling.

After they read out their statements on the cards, a statement was selected and the following questions were asked which elicited the response:

- Why do you think like this?
- Why do you say this?
- Can you give me an example from the picture?
- What is it in the picture that made you say this?
- What do you mean by this?

Finally this exercise was concluded by telling the participants that all these questions were asked about the statements to challenge and encourage them to give evidence in support of their statement. This is what is known as the skill of critical thinking.

The student group discussion was another activity which was given to participate, so that they were asked to return to their groups and individually read the material on critical thinking and then discuss it in groups, focusing their discussion around the following questions:

- What do we mean by critical thinking?
- Why is it important to have critical thinking as a skill?
- What techniques can we use to enhance critical thinking?
- Can you provide examples of your own critical thinking from your everyday experiences, and during teaching?
Once the groups finished their discussion, they joined for whole class discussion to discuss the above questions. Summarizing the discussion was done at the end of this session.

A worksheet with examples of other situations in which the students could practice applying the creative thinking and critical thinking was given as a homework assignment, wherein the participants were required to apply the above mentioned techniques and questions to strengthen their own ability of creative thinking and critical thinking and to apply the strategies agreed upon by the group, in improving their own skills.
Session V: Training on Coping with Emotion and Stress

Part I

Aim

Development of the capacities to cope up with emotions and to manage the intensity of emotions caused by different situation

Objectives

To identify different types of emotions
To express and respond to different types of emotions
To identity strategies to effectively manage emotions

Process

The session began with a review of the previous session on enhancing life skills pertaining to creative thinking and critical thinking skills. All the participants were asked to discuss upon their assignments, wherein they supposed to record each activity they performed. It was reviewed to ascertain if the participants were successful in implementing the strategies that were agreed upon in the previous session on enhancing their life skills on creative thinking and critical thinking. It was also noted if the participants had any difficulty in implementing the same and the ways to overcome these difficulties was also discussed.

Following the review of the previous session, the group was briefed regarding the objectives of the present session which was to help the group members to cope up with the emotions. The initial step in this direction was aimed to explain the meaning of the term “emotion” of the participants, by the facilitator; he explained that emotion is a
subjective, impulsive response to a situation. It is devoid of logical reasoning and can be unpredictable. Emotions can be evoked in an individual by good or bad news delightful or sorrowful situations. Emotions are strong feelings in response to situations, issues and needs. These may cause mood swings in young people in their various developmental stages. Such emotions include: love, fear, anger, shyness, self-doubt, hate, joy, frustration, sadness, guilt, and jealousy.

The group members were encouraged through some group activities like group discussion to end up a clear picture to identify what is emotion, the ability to make different between good and bad emotion, to identify difference between emotion and behavior, to identify the difference between emotions and thoughts and to identify the difference between emotional feelings and physical feeling like pain, hunger and so on. Then in a role play activity the facilitator asked some participants to pick up flash cards with emotions written on them, the participants moved out of the class. They re-entered and acted out the emotions written on the flash card, examples of emotions to be acted, disappointment, sadness, anger, laughter, fear, anxiety, excitement. Then participants interpreted on the emotions expressed. This part was terminated by a few example of behavioral emotional focused coping like listening to music, massage, meditation, getting physical exercise, going out with a friend, writing in a journal or diary, taking a bath, expressing their emotions creatively (i.e. painting); humor (jokes or funny movies) etc. Finally, a consensus was reached and a note was made, of the most effective methods, agreed upon, in dealing with negative and distressing emotional situations.
Session V-Part II

Aim

Development of the capacities to cope up with stress and stress management skills- Identifying sources of stress and methods for coping in stressful situation

Objectives

To develop their personal resources and avoid stress
To identify the causes of negative and unwanted stress and symptoms
To express and respond effectively to different types of stress
To utilize effective relaxation and stress reduction techniques
To develop a personal action plan for stress management

Process

Second part of fifth session began with an introduction to the concept of stress and stress management skills. The facilitator explained the participants that, stress is a fact of everyday life and we all experience it, but too much stress makes us ineffective and reduces the control we have over our lives. It affects your mood, your relationships, and your school performance. It is important to identify signs of stress, how it affects us, and what we can do about it. Researcher noted that this part of program would help them to identify their personal difficulties, reflect upon their stress management and relaxation strategies and become more effective in handling everyday pressures in a sustainable way. If they feel swamped by stress, come along and take a fresh look at oneself, rebuild their energy and create a more balanced lifestyle by identifying unsustainable behaviours and developing their stress management resources. The following steps were presented
by the researcher for enhancement of the ability to cope up with stress and to manage stressful situation.

Step 1: Recognize when exactly you feel stress

Step 2: Using problem-solving skills

Problem-solving skills help you handle difficult situations

Step 3: Improve communication

Poor communication causes misunderstandings which are the root cause of a growing number of problems. Improved communication is another method for coping with stress.

Step 4: Closeness and flexibility

Closeness refers directly to the support you have within your family and with your peers.

Step 5: Prevent stress - the following method presented to prevent stress when they encounter with stressful situation

- Self-relaxation procedures
- Music
- Physical exercise
- Going for a walk
- Surrounding oneself with friends

The training was followed by an activity. The situation was role played in front of the students who were asked to look for verbal and non-verbal cues of stress. A student asked to play a role of a bully who was trying to get another student to smoke drugs. The student didn’t want to, but he didn’t know how to deal with the situation. He reacted by stuttering; fidgeting with his clothes, and avoided looking at the bully. The role play then changed and the young boy was being interviewed about the situation, to tell the group about the other cues of stress that were not apparent to the group. He said he was sweating a little and physical discomfort like his stomach was hurting, his heart was...
pounding, and he was breathing faster than normal. In the role play, he was then reassured that lots of people feel that in the same way when they are in a difficult situation. The students were asked to think about a stressful situation they were in, and which they would like to cope with better if that situation comes up again. They were asked to imagine the situation with their eyes closed, and to remain calm. Then they were to think of a time when they did well in that kind of situation and how good they felt to have coped. They were asked to think how they might improve on the way they handle the situation in the future, and rehearse this in their mind, before slowly opening their eyes. Students were then introduced to the value of saying positive things to themselves during a stressful situation. Students were told to prepare for a situation by saying to themselves that they can do it. They were encouraged to cope up by talking to themselves through a situation by giving calm and positive instructions, focusing on what is going well, and to praise themselves after the situation for the things they did well, however big or small.

Researcher made some examples of other situations in which the students could practice applying the coping with emotion and coping with stress, this duty was given as a homework assignment, wherein they were asked to apply the above mentioned techniques to strengths their own ability to cope with emotion and stress and to apply the strategies agreed upon by the group, in improving their own skills.
Session VI: Training on Self Awareness and Empathy

Part I

Aim

Increase students’ self-awareness and personal growth through knowledge and understanding of self

Objectives

To discover your true self, whom you are and who you would like to become

To become more aware of your emotions and personality type

To build confidence and self-esteem

To acknowledge your negative traits and begin useful change

Process

A review of the previous session was done with a discussion on the workings of the earlier session, which was related to the development of the capacities to cope up with emotion and to cope up with stress and implementing the agreed strategies and the ways to overcome these difficulties were also discussed. Those participants who had successfully implemented the agreed upon strategies, were encouraged, by the facilitator, to share their experiences with the rest of the group.

In the present session researcher concentrated on self-awareness as a process of learning to know and trust in themselves. It was explained for students that the better they understand themselves, the better they will be able to accept themselves as they are, and then look to identify and change the things they want to. If they want to grow as an individual and as a leader, begin by taking a close look at their personality, strengths,
weaknesses, motivation, emotions, and beliefs. This new training will help them to take these first steps. Importantly, self-awareness will allow them to understand how they come across in skilled settings and how other people perceive them and the impact this may have on their ability to achieve their goals. Furthermore, it is viewed as a prerequisite for effective communication and interpersonal relations, as well as for developing empathy for others. The individual who has self-awareness is aware of the realities of life and feel responsible for self, others, and the well-being of society. Learn how to direct your mind, emotions, body posturing and expressions to gain greater credibility and esteem within the professional arena.

The training course was included group activity in the form of playing games, before starting the activity researcher made it clear for students, being a teenager means that the body is changing so are the feelings. Learning to understand self can help adolescents to cope better with life. This activity was based on self-awareness. Then members of the group were asked to imagine to be looking for friends. To do that they must advertise in a local newspaper, in the advert they were supposed to mention the kind of person they are. The only guide was that they should be honest with themselves. Afterwards they were given the opportunity to share their advert with the whole group. The group was then asked whether they have enjoyed the activity, and what they have learnt about themselves. Finally the facilitator stressed on the importance of self-awareness one more and this part terminated with consensus which was made between the groups.
Session VI-Part II

Aim

Development of empathy and help students to reduce anti-social or violent behaviour from occurring in the future

Objectives

To introduce definition of empathy
To emphasize the importance of empathy
To outline techniques for enhancing empathy in children

Process

The purpose of the training was to deepen the understanding of empathy for students in order to learn a new skill that serves to deepen their connection with others to promote empathy and prosocial behavior. The researcher put in plain words and made a bright understanding for students by defining empathy as the ability to develop “Insight into the motives, feelings, and behavior of others and the ability to communicate this understanding without value judgments and without putting conditions or limits on what the person experiences, ignoring your own perception of the situation”. Researcher tried to construct a deeper understanding of importance of empathy by giving some examples to students and enhancement of empathy by giving some rules and techniques, it includes:

- Being open with their feelings and showing and encouraging students to be open with others
• Not just think about them, think of others feelings to have a sense of their point of view. This is done by learning to walk in their shoes to know what it feels like and to see what can be done about it

• Understand the impact of their behavior, words, body language, oral expression, (the tone, volume, choice of words, structure of sentence) on others and how it is making others feel

Some group activities in the form of playing game, role play, group discussion and song and dance were designed to help the students to tap into their feelings of empathy and an effort made to help improve communication skills and build connections. Participants were divided into groups of three or four and they were made to sit in a circle. They were supplied with half sheet note cards. Each group member was instructed to write down a conflict that they were currently dealing with in their lives on the card. They have dropped the cards in a pile in the middle of the group and then have each member randomly picked a card from the pile. Taking up turns of each group member was to then read the contents of the card as if the problem were their own. After each card was read all group members they had to give advice and feedback, including the member whose conflict was being presented, to the person speaking. The person speaking had to act like this in their conflict and the entire time was for receiving advice. It was important that they know that for the entirety of this exercise this is their conflict. At no point should group members out themselves as the owners of a conflict that was read by someone else. This would defeat the purpose of the exercise. The goal of the exercise was to put oneself in the position of another individual and empathize with that individual and the conflict they were experiencing. This exercise created a safe place to empathize with others and feel others empathize with their conflict.
Now that the group understood what empathy is, the next exercise was designed in the form of role play and group discussion, it was instructed to students to imagine that you are a child and it is break time, children are playing in the playground, they also want to play with a group of children but they refuse to let him join them. Write an account of how they feel, student were asked to illustrate their feelings in role play and also narration with pictures. The groups were joined together for class discussion. They read out their writing and showed pictures. Participants described their experience, and how they felt putting themselves in another person’s shoes.

Discussion summarized and students were asked to think about other activities to practice empathy that was not done in this session, they were asked to think about another way wherein they could express their empathy and to think about the answer of this question how might you apply the skills learned in this training in a situation of controversy?
Session VII: Training on communication and interpersonal relationship skills

Part I

Aim

Development of the capacities of healthy relationships through acquiring communication skills

Objectives

To introduce ways through which we communicate
To emphasize the importance of effective communication as a skill
To outline techniques for enhancing children’s verbal and nonverbal communication skills

Process

The last and the fifth session of the working stage commenced with a discussion on the workings of the earlier four sessions. The first session was related to the enhancement of life skills on decision making and problem solving. The second session dealt with creative thinking and critical thinking. The third session focused on the coping with emotion and coping with stress and the fourth session focused on the enhancement of self-awareness and empathy skills. During the review of the earlier sessions if the participants were in any way even more successful in implementing the strategies or any difficulties or problems they had encountered in implementing the agreed upon strategies and even the ways to overcome the difficulties were discussed and those participants who had successfully implemented the agreed upon strategies, were encouraged, by the facilitator, to relate their experiences to the rest of the group. The last session of the
working stage aimed at development of the capacities of healthy relationships through acquiring communication skills.

In this session, the researcher asked students to define communication, and under what conditions effective communication is said to have taken place. The researcher explained that communication can be verbal and non-verbal, and asked the students to say what they think is meant by verbal and non-verbal communication. The researcher was ready with definitions to help the students if they cannot think of any. After listening to all definition and quotes by students’ researcher gave them some complimentary points. He explained that communication is the basis for all human interaction, effective communication is essential for good relationships although it is impossible not to communicate, since all behavior is communication, basic communication skills are often not so easily acquired. Young people who have poor communication skills are unlikely to have the ability to stand up for themselves and to assert their rights. In situations involving peers or adults, this lack of communication skills can result in feelings of helplessness and powerlessness.

Aspects covered in this session included; communication as a process; verbal and non-verbal communication; levels of communication; basic sending and receiving skills. Communication skills have been shown by researchers to be effective in developing helping relationships and assisting people in improving their lives. These skills generate understanding, spread information and are the means for achieving problem solving. These skills can be improved through training and practice.

The activity was utilized in this session in the form of playing game which was presented as follow:
The group engaged in an activity in which one group member whispered a message to another, and this was then whispered from person to person until it had gone around the whole class. At the end, the group compared the final message to the original, to see if it has changed. The group was then asked to define communication, and under what conditions effective communication was said to have taken place. The facilitator then told the group that communication can be verbal and nonverbal and another activity was given to the group. Three members were given cards with the words “anger”, “nervous” and “happy”. Each member used non-verbal behaviour to communicate the emotion on the card. The rest of the group took turns to guess the emotion that was being expressed. The group then asked to give examples of misunderstanding in communication that they had experienced, and to think about how it might have been avoided.

**Session VII-Part II**

**Aim**

Development of the capacities to make, maintain and improve relationships and make mutually satisfying.

**Objectives**

- To take the initiative to make friendship
- To maintain relationships through various means
- To improve poor relationships and make them satisfying for all

**Process**

The present session concentrated on the development of social/interpersonal skills. Following the review of the previous part, this session commenced with an introduction to the concept of social/interpersonal skills, by the researcher. Researcher
explained for participant about the importance of interpersonal and social communication, why we need interpersonal communication and how we can improve our communication skills in social context. The session consisted of group discussions, which led to the conclusion that the development of interpersonal relationship skill included an increased awareness and sensitivity to emotional reactions and also expressions in oneself and of the others. It was also concluded that the ability to perceive and learn from the consequence of one's actions by attending to one’s own feelings and those of others was also an integral part of an effective social/interpersonal interactions. The clarification and development of personal values and goals also stems from this social awareness and sensitivity. It was finally concluded upon, that the most effective exercises in enhancing social/interpersonal skills include those focusing on social interactions like difficulty in talking in a group situation, sensory awareness, interest in other people and community awareness, with a special emphasis on body posture, hands, personal space, touch, facial expression, eye contact and voice. With the addenda that additional techniques could be introduced depending upon the needs of the participants. Following the conclusion of discussion, the session further comprised of group activities in the form of role-play based on the discussion on constructive behaviors. This enabled the participants to observe their own chain of reactions in different real life situations, further enabling them to transfer this training from the class context to the real life situations. A further advantage that emerged from this exercise was the instilling of the ability in each of the participants to become an analyst of one's own process of learning.

Home tasks were assigned where group members had to practice the new learned behaviors in real life situations.
STAGE III - ENDING STAGE (Termination of the sessions)

The eighth day was the last session: which was aimed at reviewing the learning that had resulted as a consequence of all the previous sessions. It was a day of sharing achievements and setbacks and to bring about a closure to the training program. The further goal of this session was to complete any unfinished business in the group and to relieve them with a reminder of the positive experiences they had shared during the sessions. The next on the agenda was to analyze the achievements of the group members, that they had achieved being a part of the group. The group members were then asked constructively to express their feelings regarding the program and give a brief description of their experiences within the group. The group members were also encouraged to express their feelings of themselves as group members, mentioning their strengths and weaknesses. They were also encouraged to reflect upon those of their skills, which needs an enhancement. They were also urged to make a resolve with themselves to bring about positive changes by starting something new, stopping something old, or changing some present aspect of their life. They were urged to further hone their skills by working at them and applying the group skills they acquired in these sessions, to group situations in real life.

As a termination exercise the group members encouraged to discuss each of their needs and arrive at viable solutions. The group members also encouraged to reflect upon their most significant experiences, achievements and growth, as being members of a group. The theme of the exercise is that although every group ends, the experiences they have both given and received as members of a group, the ways in which they have grown and the skills they have learned, all continue to reside with them. Terminating relationships may be sad, but the manner in which they have grown and forget
relationships with other group members can also be applied to group situations in the real world in the future.

The training program then terminated after the expression of thanks to the participating group members.