CHAPTER -V

LIFE SKILLS TRAINING

This chapter deals with the training module of the life skills training programme. The WHO identified ten core life skills for children and adolescents, of which eight life skills were chosen based on their applicability to the sample under consideration and taught. The eight life skills were Self-awareness, Empathy, Decision-making, Problem Solving, Effective Communication, Interpersonal Relationship, Coping with Emotions and Coping with Stress.

Objectives of the Life Skills Training

The objective of the life skills training was to change the perception of the event; not to change events, but to help the boys cope better with these events and change the way in which they live, rather than changing the events themselves. In order to achieve these objectives, boys were encouraged to introspect about themselves, identify causes for problems and taught to develop positive behaviour. The aim was to help them increase awareness of their actions (underlying motives and methods of implementation), their thought processes. In other words, the life skills training aimed to help them understand themselves better, so that they could meet the challenges of everyday life. The components of life skills imparted and the number of sessions conducted are given below:
Table 5.1.

Components of Life Skills and the Number of Sessions

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Life Skills</th>
<th>No. of Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Self-awareness</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Empathy</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Decision Making</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Problem Solving</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Effective Communication</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>Interpersonal Relationship</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>Coping with Emotions</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>Coping with Stress</td>
<td>4</td>
</tr>
</tbody>
</table>

Apart from the sessions listed in the above table, the researcher conducted three additional sessions as an orientation towards the program, to establish ground rules and to facilitate rapport-building. In total, 43 sessions were conducted three times in a week in the children’s homes. The duration of each session was one and half hours. The training activities were adapted from ‘Life Skills Handbook’ by Clare Hanbury (2008), life skills module by WHO (1997), and unpublished Doctoral thesis (Priscilla 1998 & Magdalin, 1995). The training was planned and executed in such a way that it was experiential, application-oriented, utilized role playing and demonstration, and involved story telling and interactive games in order to elicit active participation from the boys.

Session: 1

The first session involved rapport building with the boys by introducing the trainer to them and inviting them to participate in the life skills training. A brief...
introduction to the nature, objectives and the content of the life skills training programme was provided.

**Ice-breaking**

**Activity: Cries of Animals**

An ice breaker activity was conducted to make the boys feel comfortable, to get to know each other and to become involved in the training program.

In this activity, slips of paper with names of animals written on them were distributed to all the boys. They were instructed not to show the contents to anyone else; instead, they were asked to make sounds or gestures of the animal as written on their slip. Then they were asked to form groups by identifying similar animal sounds or gestures made by others. After the groups were formed, they were asked to share about likes and dislikes, interests, abilities, favourites, hobbies etc.

This activity enabled them to interact comfortably among themselves. During this activity six groups were formed and these groups were maintained for all the subsequent group activities.

**Explaining Life Skills and Establishing Ground Rules for the Training**

**Session: 1**

**Activity: What Are Life Skills?**

The second activity called ‘What are Life Skills?’ was conducted to gauge their pre-existing knowledge of life skills.

The groups were given charts and markers and were asked to write the skills needed in day to day life. Based on the response, the trainer explained about the eight life skills needed for day-to-day living.
Session: 2

Activity: Ground Rules

The aim of the activity was to make them write the rules to be followed during the life skills training, which were mutually agreed upon.

This was done as a group exercise where each group had to write the rules which they have to follow during the training program The following instruction was given to the boys, “In life skills we focus on positive behaviour, so we make rules about what we should do, not what we should not do. The group can discuss this all together or in groups and then make suggestions to the whole group”. After each suggestion the boys were asked to explain why they thought that rule was important. If anyone disagreed with the suggestions, they were encouraged to explain why and to suggest a better rule. When any rule was agreed upon, they were asked to write it on a large piece of paper which was displayed in all the life skills sessions.

The trainer asked questions to encourage discussion, such as ‘How can we help each other remember the rules?’, ‘What do we do if someone breaks a rule?’, ‘What do we do if someone breaks a rule over and over again?’. The rules written and accepted by the boys were:

- To be on time for the sessions
- Allowing everyone to participate
- Stick to the subject
- Listening to what others says without interruption
- If you disagree with someone, say it in a nice way
- Only one person should speak at a time
• Keep what is discussed in the meeting confidential

• Those who do not wish to speak during the discussion could be a listeners

Since the rules were made and agreed upon by the boys, there was more ownership and responsibility to follow the rules both individually and as a group. The groups that abided by the rules were awarded positive marks, and those who did not were given negative marks. This method of reinforcement and punishment worked well with the boys, hence was followed throughout the training.

**Life Skills: I. Self Awareness**

The overall aim of conducting sessions on Self-awareness was to help them discover to what extent they were self-aware, and to increase overall self-awareness.

**Session: 1**

**Activity: “My Mentor and I”**

The activity ‘Me and My Mentor’ was conducted to help them understand how much they were able to talk about others in comparison with talking about themselves.

Two volunteers from the group were asked to speak for five minutes about an eminent personality, and then were asked to speak about themselves for five minutes. Another volunteer was asked to note the duration of each speech for both speakers. Feedback was given to the boys by the group and by the trainer on the time taken and the content of each speech.

This activity gave them an insight into their lack of self-awareness and made them realise that they were able to speak more about others than about themselves. The trainer explained the importance of self-analysis for self-awareness.
Session: 2

Activity: Ship Building

The purpose of this activity was to make the group realise their abilities through ship-making.

The trainer made a paper ship in front of the group. Then a trial was given to ensure that everyone could make paper ships. After the trial, the following instructions were given to the group, “It takes 30 seconds to make one paper ship without any flaws. You have to estimate the number of ships you can make within 3 minutes and let me know so that I can give you the required paper. No extra paper will be given if you exhaust all the paper given within 3 minutes.”

The group was given paper as per their estimate and after 3 minutes of making paper ships, their performance was evaluated and the following aspects were discussed:

- What was your initial estimation? How many ships did you make?
- What is the time taken to make one ship?
- Why were you not able to complete within the time limit?

Some boys were able to use all the paper given to them and were left with extra time, while others were unable to use up all the paper given to them within the time frame.

After this activity, the boys realised that they had either over-estimated, under-estimated or correctly estimated their ability to make paper ships. This was an eye-opener for self-awareness, especially for understanding one’s own ability and performance.
Session: 3

Activity: Self-esteem Metaphor

To further increase self awareness, self-esteem metaphor was used by the process of projection. This activity was called ‘Objects like me’. The purpose of this activity was to help participants discover more about their identity.

The group was made to sit in a circle and asked to choose an object, such as flower, book, tree, etc, which reflected their characteristics the closest. Then they were asked to explore their symbol and why they thought that the symbol was representative of them. Each boy was given one minute to explain the symbol he had chosen and the reasons.

Session: 4

Activity: JOHARI Window

JOHARI Window was used to find out how they saw themselves and how they thought others perceived them.

Each boy was given a JOHARI window matrix worksheet and explained on how to fill it. Boys were asked to think and fill the worksheet individually.

**JOHARI Window**

<table>
<thead>
<tr>
<th>Known to others</th>
<th>Known to me</th>
<th>Not known to me</th>
</tr>
</thead>
<tbody>
<tr>
<td>Known to others</td>
<td>Open</td>
<td>Blind</td>
</tr>
<tr>
<td>Not known to others</td>
<td>Private</td>
<td>Hidden</td>
</tr>
</tbody>
</table>

Further, to increase ‘open area’ and to reduce ‘blind area’ the next activity (My friend is ……. ) was given to help them get the others’ perspective. They learnt that, through the feedback process, we see ourselves as others see us, and other people also learn how we see them.
Session: 5

Activity: My friend is ………

To help them understand others’ perception of them, and to increase their open area and to reduce the blind area, ‘My friend is ………’ was conducted. A paper was pinned at the back of each boy and rest of the boys were asked to take turns and write on this paper about him.

With the comments received from their friends, the boys were asked to complete the JOHARI window.

The trainer discussed the comments and asked the below listed questions:

- Are the comments acceptable? Why or why not?
- How did you feel when your view of self did not match the way others saw you?
- What did you learn about yourself?
- How do you cope with people’s varying perspectives of you?
- Is the way others see you important to you? Why or why not?
- How will you increase the open area and reduce the blind area?

After both the activities, the boys were able to learn about their self-image and more importantly know the others’ perspectives about them to get a holistic view of their own self-image.

Session: 6

Activity: Special Candy

The purpose of the Special Candy Game was to make them realise special and unique features about oneself and also to know features common with others in the group.
The boys were made to sit in a circle and were given 10 pieces of candy each. The following instructions were given to the boys, “Each boy shall name one feature in their life that they think is special, or a talent or an ability, they possess. As each boy spells out his special feature, the other members of the group who did not have the same feature will throw the boy a piece of candy. For example, a boy said “I am good at batting”, those who are not good at batting will throw him a candy, and those who are good at batting, need not throw the candy”.

The trainer ended the game at a point when all boys had some candy so that none felt left out.

At the end of the activity, the boys felt good about themselves, realised their unique features and found common friends who had same features. They had higher self-worth which helped their self-esteem.

**Session: 7**

**Activity: Self-esteem Gauntlet**

The Self-esteem Gauntlet was an activity that aimed at making a person feel good about oneself, make him feel good about giving compliments to others, enhance his self-esteem, and improve the cohesiveness of the group.

In this activity, the boys were made to stand in two rows, facing each other, as in a gauntlet. Taking turns, each boy was made to walk through the gauntlet. The trainer gave the following instructions, “Each time a boy passes in the gauntlet, the two boys standing opposite each other have to show appreciation either by patting him or by saying a few kind words or by hugging or with a smile”. They were asked to encourage the boy to walk through the gauntlet and listen to all the other comments received.
After all the boys had their turn, the trainer asked each of them to share how they felt while receiving and while giving compliments. The boys felt that their self-esteem was elevated and they felt closer as a group.

**Session: 8**

**Activity: Save Me, I Am Precious**

‘Save Me, I Am Precious!’ was an activity to help them identify their positive qualities.

The trainer conducted two activities in this game. The boys were asked to get into their groups and were given the first set of instructions. They were asked to choose a profession of the group’s interest and list down their individual qualities that would be needed for the chosen profession. After this, the trainer gave the second set of instructions, where she gave them a situation - “Imagine that we are in a flooded village and the only way to save ourselves is by crossing the river. I have only one boat and only three members can sit in the boat. I alone can decide who can sit in the boat, so convince me with your good qualities”. The groups were given 15 minutes to prepare a list of qualities to convince the trainer and were asked to make a presentation.

At the end of all the presentations, the boys felt that they discovered many good qualities in themselves and their peers.

**Session: 9**

**Activity: Positive Self-talk**

To help them maintain their self-esteem, the ‘Positive self-talk’ activity was conducted.
In this activity, the boys were asked to sit comfortably, close their eyes and recite positive statements about themselves in their minds. They were asked to practice this activity for a few minutes every morning.

By reinforcement, the boys have a positive self-esteem.

**Session: 10**

**Activity: Gratefulness**

To make the boys count their blessings and realise the good things they have in life, the activity called ‘Gratefulness’ was conducted.

In the activity, the boys were given papers and pens and asked to sit in a circle. They were asked to introspect for a few minutes and write down the positive, simple, small things that they had in their lives. Then they were asked to thank God for these.

At the end of this activity, the boys realised that they had many positive things in their life which they had overlooked previously but were now grateful for.

**Life Skill: II. Empathy**

The aim of the sessions on Empathy was to help them understand and appreciate similarities and differences among people were alike and how we differ, learning to appreciate the differences between people, avoiding prejudice and discrimination of people and understanding the needs of others. It was also aimed to help them to understand another person’s point of view, accurately identifying another’s emotions, expressing an appropriate emotion in response and to act and communicate on this internal experience.
Session: 1

Activity: I Feel For You

To explore one’s capacity for empathy and sensitivity, the activity called ‘I Feel For You’ was conducted.

For this activity, the trainer made use of instruction cards, flip charts and markers. The boys were made to sit in a circle. To help them participate actively, the trainer explained the meaning of empathy. After the explanation, five volunteers from the group were asked to step forward. The trainer took them aside and gave each boy an instruction card which they had to read and express as pantomimes (communication through action and expression without the use of words). The content in the cards was:

- Bidding farewell to a dear and trusted friend.
- Feeling very hurt and emotional because your friend forgot your birthday.
- Feeling happy to see your mother after a long time.
- Unable to show anger but still wanting your friend to know that you are angry.
- Feeling very ill but not wanting to ask for help because it will delay your friend from reaching office on time.

The rest of the group was asked to guess the message. This was repeated for all the five volunteers and then they were asked to rejoin the group. The trainer then facilitated a discussion through the following questions:

- Did anyone understand all of the messages given by the boys through the pantomime? If yes, what were the messages?
- Which messages were understood clearly? Why?
• Why did you not understand some of the messages?

• Are you able to understand your friends and family when they try to tell you something indirectly? Why/Why not?

• What qualities does one need to be able to respond to people who communicate in ways that are not used commonly?

• Have you ever known a person who understood your needs and feelings without having to be told?

• Why do you think some people are able to respond to your needs without your asking for it?

• How do you feel when someone is sensitive and empathetic to you? Why?

The boys found it difficult to enact their cues, and also to guess the miming message. They realized that they lacked the skill to communicate their needs and also to understand others’ unspoken needs.

**Session: 2**

**Activity: Drama**

In the activity called ‘Drama’, the boys practiced empathy and sensitivity that they learnt in the previous activity and the method was similar to the previous activity.

In this activity, instead of the trainer giving situations, the boys were asked to choose situations from their lives. The boys were asked to form their groups and communicate using pantomime.

After everyone’s turn, the trainer encouraged the boys to share their experiences. The boys felt that they were able to express themselves more effectively, and make better guesses at identifying the message.
Life Skill: III. Decision Making

The activities conducted for this life skill aim at teaching the basic steps for decision making, making difficult decisions in life both individual and as a group, and making life plans.

Session: 1

Activity: How Did I Decide

In the activity ‘How Did I Decide’, the boys learnt to evaluate the decisions they made, to make better decisions and choices in their lives.

The trainer used flipcharts and markers as tools. The boys were asked to form into their groups. The trainer explained that, “Each of us has made some decision in our life that we might regret in retrospect. It is possible to analyse the probable impact or consequence of our decision before we implement it, so let us see how we can do this”. The following format was given to the boys:

1. Statement of the decision made:
2. Outcome of the decision:
3. Factors for analysis of the decision:
4. Effects on me:
5. Effects on others:
6. Short-term effects:
7. Long-term effects:
8. Time taken:
9. Money and resources used:
10. Skills used:
11. Assistance needed:
12. Possible advantages:

13. Possible disadvantages:

Each group was asked to brainstorm on a decision made by one member in the group. They were asked to discuss the decision and say whether or not the decision was correct, and why. They were given 10 minutes to brainstorm, at the end of which they were asked to write on the flipcharts. Each group had to present their discussion and analysis.

The trainer prompted a discussion through the following questions:

- What did you learn from this exercise?
- How did you find the format given for analysis of a decision?
- Can you use this format in your decision making process? Why/why not?
- What factors make a decision “good”? Why?
- What factors make a decision “bad”? Why?
- Can you change some factors in a “bad” decision and turn it into a “good” decision? How?

At the end of the activity, the boys realised that they could look at a decision from different perspectives, and that they could analyse their decisions. They felt that the format was useful and would help them.

Session: 2

Activity: Lost at Sea

The objective was to teach effectiveness of consensus-seeking behaviour through comparing experiences with individual and group decision making.
The trainer distributed two copies of the Lost at Sea Individual Work Sheet to each boy, a copy of the Lost at Sea Group Work Sheet to each subgroup and a copy of the Lost at Sea Answer and Rationale Sheet to each boy.

The boys were asked to complete both the Individual Work Sheets, of which one copy was collected from them. The other copy remained with the boys for the subgroup discussion. The instructions given were: “You are adrift on a private yacht in the South Pacific. As a consequence of a fire of unknown origin, most of the yacht and its contents have been destroyed. The yacht is now slowly sinking. Your location is unclear because of the destruction of critical navigational equipment and because you and the crew were distracted trying to bring the fire under control. Your best estimate is that you are approximately one thousand miles south-southwest of the nearest land.” The worksheet had a list of fifteen items which they had to rank in terms of their importance for their survival.

The boys were then asked to form their groups and each group was made to sit far away from each other. Each subgroup is given a copy of the Lost at Sea Group Work Sheet. Further instructions given were: “This is an exercise in group decision making. Your subgroup is to employ the group consensus method in reaching a decision. This means that the prediction for each of the fifteen survival items must be agreed on by each subgroup member before it becomes a part of the subgroup decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone’s complete approval. As a subgroup, try to make each ranking one with which all members can at least partially agree. Here are some guidelines you can follow to reach a consensus.

- Avoid arguing for your own individual judgments. Approach the task on the basis of logic.
• Avoid changing your mind if it is only to reach agreement and avoid conflict. Support only solutions with which you are able to agree at least somewhat.

• Avoid “conflict-reducing” techniques such as majority vote, averaging, or trading in reaching your decision.

• View differences of opinion as a help rather than a hindrance in decision making”

While the subgroups were engaged in their task, the trainer scored the individual ranking sheets. The score was the sum of the differences between the “correct” rank for each item and its rank on the Individual Work Sheet (all differences were made positive and added). Higher scores have greater negative implications. The trainer then added all individual scores for each subgroup and divided it by the number of members to obtain the average individual score for each subgroup.

The same method of scoring was used for Group Work Sheets. The trainer then prepared a chart, summarizing the statistics:

**Before Subgroup Discussion**

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Average Individual Score</th>
<th>Score of Most Accurate Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>55</td>
<td>45</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average for all subgroups</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
After Subgroup Discussion

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Score for Subgroup Consensus</th>
<th>Gain/Loss Over Average Individual</th>
<th>Gain/Loss Over Most Accurate Individual</th>
<th>Synergy*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>40</td>
<td>+15</td>
<td>+5</td>
<td>Yes</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
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<td>2</td>
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<td>3</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average for all Subgroups</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Synergy is defined as the consensus score lower than the lowest individual score in the subgroup.

The trainer returned all the Individual and Group Work Sheets and distributed a copy of the Lost at Sea Answer and Rationale Sheet. They were given 10 minutes to read, discuss the answers and the rationale. The trainer analysed the statistics and explained the meaning of the synergy factor. (Synergy is defined as the consensus score lower than the lowest individual score in the subgroup)

The trainer then led a discussion of the comparative outcomes of individual rankings and subgroup consensus rankings.

**Discussion questions:**

- What behaviours helped or hindered the consensus-seeking process?
- What patterns of decision making occurred?
- Who were the influential members and how were they influential?
- How did the group discover and use its information resources?
- Were these resources fully utilized?
After this activity, the boys learnt how to think logically and make individual decisions in a critical situation. As a group, they understood the differences in decision making styles in a group. They found it difficult to arrive at a consensus, and then later, after discussions and arguments, they were able to convince others in the group and finally arrive at a single solution for the group. They were able to appreciate the synergy in group decision making. The work sheet and answer sheet can be referred to in Appendix

**Life Skill: IV. Problem Solving**

The objective was to teach them basic steps for problem solving, generating possible alternatives to difficult problems through brainstorming and other methods.

**Session: 1**

**Activity: I CAN DO**

In the activity called ‘I CAN DO’, the boys learnt the steps involved in problem solving.

The trainer used case sheets, paper and pens as tools. The boys were asked to form their groups. The trainer explained the activity – “I CAN DO – each letter stands for a step in the problem solving process: I) Identify the problem; C) Choices to solve the problem; A) Analyze the choices; N) Narrow down the choices to one; D) Do what you decide; and O) Observe the outcomes” with an example. The trainer listed a problem and asked them to apply the above steps using case sheets. After the activity, the boys learnt to use the steps for solving problems
Session: 2

Activity: Making A Choice

‘Making A Choice’ was an activity to help them to practice the steps they used in the previous activity called I CAN DO

The trainer used flip charts and markers as tools. The boys were asked to form their groups. They were asked to choose a problem from their lives and using the steps learnt in the previous activity, they were asked to arrive at a solution. They were given 25 minutes.

The trainer informed them that each group had to make a presentation either using the flipcharts or role play or both, and after each presentation, the rest of them could ask questions or share their observations. The trainer gave feedback towards the end and summarized the exercise.

At the end of the activity, the boys were able to implement and practice what they learnt in the previous activity. It helped them to solve problems in a systematic manner.

Session: 3

Activity: Movie

In this session, the trainer screened a Tamil movie called ‘Unnal Mudiyum Thambi’ to explain problem solving at a personal and community level.

The protagonist in the movie works towards abolishing alcohol while fighting deep-rooted caste system, by using different strategies to achieve his goal. Finally after many struggles, the village is named a model village and recognised by the Prime Minister.
After the movie, the trainer asked the boys to review the movie with regard to the problems, strategies used by the protagonist, his perseverance to overcome the struggles and obstacles and their interpretation of the movie.

The boys said that the movie motivated them to apply problem solving techniques in their lives and also social issues.

**Session: 4**

**Activity: Working Together**

In ‘Working Together’, the boys come to realize that working as a team is important for finding solutions to problems, and to seek support and guidance from peers to solve problems that they may face during the course of their lives.

The trainer cut 5 pieces of paper into triangles and put them in 6 envelopes. The boys were asked to form their groups. The trainer gave the following instructions: “One group will work at a time. All members have to sit around the table, open their envelopes and make a square with the pieces. You cannot ask for pieces but can give it to others in your group. In 5 minutes time, everyone in the group has to form a square. Even if one of you is unable to complete it, it means that the group has failed. Then the next group will go through the same exercise”. After all the groups had a chance, they were gathered in a circle for a discussion.

Discussion questions:

- How easy or difficult was the exercise? Why?
- How did you go about the process of forming a square from the pieces of a triangle?
- Was anyone able to assemble the square within the allotted time? Why/Why not?
• How was the participation of the members within each group?
• Have you ever worked in a team before?
• How do you feel about working in a team? Explain.
• In your day-to-day life what kinds of activities do you do with others?
• What are the ways in which we can include shy and withdrawn people in group activities?

At the end of the activity and the discussion, the boys felt that they understood the importance of team work problem solving.

**Life Skill: V. Communication**

The objectives were to teach the concept of basic verbal and non-verbal communication and their importance through practice and assertive communication.

**Session: 1**

**Activity: Missing the message**

The activity ‘Missing the message’ was aimed at making the boys understand what aids and what hinders good communication in a group.

The trainer used one sheet of paper and pencil for each group. The boys were asked to sit in a circle with their groups. The trainer gave the following instructions: “I will take aside a volunteer and whisper a message in his ear. He has to go back to the group and whisper the message to the person sitting next to him, and the message will be passed on till the last one in the group. That person has to draw the message as he understood. I will repeat the same to all groups. The first group to draw the correct picture will win this game”. The message given by the trainer was: “Your last group member should draw a round table. In the middle of the table there
is plate of biscuits. To the left of the plate there is a spoon and to the right there is a cup without a saucer. Under the table there is a cat with a kitten”

Each group completed the exercise and drew their pictures and it was found that these pictures were very different from the initial message. The trainer discussed about what went wrong with the communication. The responses from the groups were: ‘did not listen carefully’, ‘did not remember’, ‘explanation was too quick’, ‘too many details’, etc.

The trainer explained to the group about the basics of communication:

- Sender creates and sends the message
- Receiver responds to the message
- Message - The information that the sender wants to communicate to someone.
- The message can be understood in the same way or differently by the sender and the receiver
- Feedback- How the receiver shows s/he has received the message, for example by repeating it or by asking a question.
- The following example of communication was read.

Ali says to Hussein, 'I'm not going to school any more. I don't know why I should be hungry. Just because of going to school. I'm going to town to find a way of making money.'

- The following questions were asked:

  Who is the sender? (Ali)

  Who is the receiver? (Hussein)

  What is the message Ali is sending Hussein?
Here are some ideas:

- I want to ask for a job and earn money
- I'm tired of going hungry every day
- It's not worth going hungry just to get an education

- The message is not just what a Sender says but also the meaning behind the words. Look at the situation again between Ali and Hussein. How should Hussein reply?
  - He could ask a question, for example, why do you want to get a job when you are so young?
  - He could tell Ali he doesn't understand. Then Ali will have to explain more
  - He can advise Ali not to leave school.

- Any of these make Ali say more.

- Bad communication happens because:
  - The sender does not send a clear message. The words may not be clear or there is conflict between the words and the way the sender speaks them or behaves while speaking them.
  - The receiver does not listen to the message or understand it.
  - The receiver does not make sure s/he has understood the message by giving feedback to the sender
  - The sender does not acknowledge or respond to the feedback

After explaining about the above, the trainer discussed through the following questions.

- What do you think about the communication model?
• What went wrong with the communication in the game?

• In the game, the message being sent was too long for the receiver. The receiver may not have listened well and there was no chance for any feedback.

• What are the consequences of breakdown in communication?

• Have you ever had difficulty sending a message? What happened?

• Why is it sometimes difficult to express what we want to say?

• Has this activity helped you understand why?

By the end of the activity and the explanation by the trainer, the boys experienced communication failure, understood the basics of communication and realised what went wrong in the exercise.

**Session: 2**

**Activity: I see, do you see**

‘I see, do you see?’ was an activity to help the boys understand how words can be used in different ways and to help reflect how identity influences the way we see and understand. The trainer conducted multiple sub-activities to achieve this objective.

The trainer wrote the following sentence on a chart.

‘Raman wants to take me dancing’

Then she asked the boys to think of as many different ways of saying the sentence as possible and to say it aloud (for example, stress different words, express different emotions e.g. sarcasm, excitement, no interest, surprise, etc).

The trainer narrated the story of **Eshu the confuser** (This is a traditional story from Nigeria). The story was: “Eshu walked between two farmers. He was wearing green
on his left side and red on his right side. So one farmer saw that he was wearing green and the other saw that he was wearing red. After he passed, one farmer asked the other, 'Did you see that man wearing green walk past?' The other replied, 'He was wearing red.' They had a big argument about the issue until they nearly started fighting. Finally, they decided to continue working. Then Eshu walked back between the farmers again. Because he was coming the other way, the farmer who saw green now saw red, and the one who saw red now saw green. After Eshu had passed, the first farmer said, 'I'm sorry, you were right. He was wearing red.' The other replied 'No you were right, he was wearing green.' This time they had an even bigger argument because each farmer was convinced that he was right."

At the end of the story, the trainer asked the boys to share their observations, and then she explained that each farmer was right but was looking from a different position. She said that each of us is different and that is why we all look differently at things.

In the next sub-activity, the trainer used pictures of houses, fashionably dressed teenagers, a soldier and a child sleeping on the pavement. She asked the boys to form their groups and showed the pictures one after the other and asked certain questions:

- What each boy saw
- What each boy felt about what he saw
- How other people might see it differently

At the end of these three activities, the boys were able to realize that the same thing would be perceived in different perspectives by different people and all perspectives could be right. The activities also helped them become sensitive to others’ views and respect them.
Session: 3

Activity: Non-verbal Communication

Through this activity the boys could understood different perceptions of the same thing.

The trainer used flip charts and markers for this activity. The boys sat in a circle. The trainer explained that by playing this game, the boys would begin to appreciate that people can have different perceptions of the same thing. She asked five volunteers to leave the training area and wait outside until further instructions. She asked the group in the class to suggest a simple picture and a volunteer to draw it on the flipchart pasted on the board. One of the volunteers standing outside the class was asked to come in and was shown the chart, which was immediately hidden from view. A second volunteer was called in and the first volunteer was asked to explain the picture to him. This continued till the fifth volunteer, who was given a new flip chart and some markers to draw the picture based on the description heard from the fourth volunteer. The class was instructed not to help. When he finished drawing the picture, it was compared with the original. The pictures did not match. The trainer started a discussion on where, why, how and what went wrong in the communication.

The boys were able to understand how the perception of others’ perceptions could affect communication, how it is important to receive communication directly without any middle agents, and the importance of verbal and non-verbal communication.
Session: 4

Activity: Listening Skills

The objective of this activity was to help the boys develop their listening skills.

The trainer asked for two volunteers to play the role of speakers. She asked them to go out of the class and prepare a speech of 5 minutes about anything they were comfortable with and then wait for further instructions. Then she asked for four volunteers to be listeners and the rest of the class was asked to observe quietly. She took aside 2 listeners and asked them to do any of these following behaviours interchangeably:- once the speaker starts speaking, interrupt the speaker, try to stop the speaker's story with a better one of your own, lean over and start whispering to the observer, laugh for no reason, examine the contents of your pocket, comment on what the speaker is saying, such as 'That was stupid', 'You really did that?', change the subject to something unrelated to what the speaker is talking about, look bored, yawn, and look around the room or disagree with the speaker each time s/he says something.

Then she asked the first speaker to come inside and start speaking. After his speech, this volunteer was asked to sit as an observer.

The trainer then took aside the other 2 listeners and asked them to say any or most of these while the speech was going on: show interest in the speaker by making sounds such as uh huh, hmmn, etc, and nod his head in agreement, look at the speaker and make eye contact, lean forward to listen better, ask questions to clarify what the speaker was saying, compliment the speaker on what s/he is saying, for example, ‘That is very interesting,’ ‘oh yes! I agree’. The second speaker was asked to come in and start speaking.
Then the trainer had a discussion with the speakers and the observers through the following questions:

- How do you feel when you tell someone something and they don't listen?
- Have you ever had a misunderstanding because you were not listening – what happened?
- If someone wanted to talk to you about something serious and you are not in the mood, (because you were sleepy, distracted, worried etc) what could you do?
- Observers – what was the difference in both the speakers’ reactions?

It was observed that the first speaker was distracted, unable to continue, lost his temper and stopped speaking. The second speaker was able to finish his speech and remained enthusiastic and positive throughout.

After the activity and the discussion that followed, the boys learnt that listening is important and that it affected communication, interpersonal relationship and the confidence of the person. They understood what listening was.

**Session: 5**

**Activity: Non-verbal expression, Not A Sound!**

To sensitize the boys on how non-verbal communication could indicate dominance, submissiveness and friendliness, the activity called ‘Non-verbal expression, Not A Sound!’ was conducted.

The trainer randomly divided the boys into three groups and asked group 1 to demonstrate dominance through non-verbal actions while group 2 and 3 observed them. Then, group 2 was asked to demonstrate submissiveness through non-verbal actions while group 1 and 3 observed them. Similarly, group 3 was asked to
demonstrate friendliness through non-verbal actions while group 1 and 2 observed them. Each group was given 10 minutes for their demonstration. Observers were asked not to make comments when the demonstrations were in progress and they had to choose one action that they consider to be the best representation of that behaviour.

After all the demonstrations, the boys were asked to stand in a circle. Each boy was asked to demonstrate their best action choice, and state why he thought it was the best.

The trainer asked the following questions related to the activity:

- How did you feel observing the non-verbal actions? Why?
- Do you often use such non-verbal actions in your day-to-day life?
- Are you comfortable reading non-verbal messages? Why/Why not?
- Do you feel non-verbal actions play a role in our conversations? How?
- Do you respect people's non-verbal communication? Why/Why not?
- Do people respect your non-verbal communication? Why/Why not?

By the end of the discussion, the boys learnt about non-verbal communication. They were able to relate their observations to their lives, and understood how much of non-verbal communication they use or observe.

Session: 6

Activity: Body Language

This activity was conducted to help them understand how messages are sent without using words, the importance of body language and how to use it effectively.
The boys were divided into pairs. They were asked to mime a situation in their lives that became an argument or a conflict between two people. They were clearly instructed to use only their bodies and facial expressions. Two pairs whose miming was the clearest, were asked to enact the scene in front of the class. After the first pair acted their situation, the trainer asked the group to share their observations and what they understood from the body movements and facial expressions. The same was repeated with the second pair.

The trainer summarized the observations and explained how different parts of the body (eyes, arms, mouth, whole body, fingers, legs, shoulders, etc.) could be used to communicate and the range of emotions we could communicate though our body (pleasure, anger, weakness, disappointment, etc.).

In the next sub-activity, the trainer gave some examples of different emotions and asked the boys to enact any emotion through body language. Based on the observations, the trainer encouraged a discussion using the following questions:

- Which medium is more effective to send a message, is it body language or words? And, why?

- What are some of the positive and negative messages that we send through body language?

At the end of these two activities, the boys understood the concept of communication through body language, they realised the messages they send through the non-verbal communication and learnt to identify emotions expressed by others through their body language.
**Life Skills: VI. Interpersonal Relationship Skills**

The objective was to teach interpersonal relationship skills, to value relationships with friends and family, forming and maintaining relationship with others and seeking support and advice from others in times of need and also learning assertiveness to maintain proper interpersonal skills.

**Session: 1**

**Activity: Web of Life**

‘Web of Life’ is an activity which aimed at making the group aware of the importance of cooperation, to remind them that we are all part of a group and dependent on one another.

The trainer used a ball of wool for this activity. The boys were asked to stand in a circular formation. She gave the following instructions: “One volunteer will hold the first end of the wool, call out a name of person in the circle and throw the ball to him. This person has to hold his bit of the wool, call out another name, and throw him the ball of wool. This has to be repeated till everyone has a bit of the wool in their hands”

After everyone had a turn, the boys were asked to observe the criss-cross pattern of the web of the wool connecting everyone.

The trainer explained that in order to keep the web taut and intact, everyone had to play a role, hence the dependency on each other.

She asked one of the boys to leave his bit and asked the group to observe the web whether the web was intact or collapsed. She summarized the activity, emphasising the fact that everybody was dependent on the other in life.
At the end of the activity, the group realized and understood how much we depended on each other in our lives.

**Session: 2**

**Activity: You and I**

The aim of the activity was to teach the boys about usage of words in conflicts, particularly the use of ‘You and I’, and the effect on communication.

The trainer used role-plays to illustrate the objective. She asked two volunteers to come forward and then divided the remaining boys into two groups. She asked the two volunteers to recollect a recent conflict situation and prepare for a five minute skit. She asked them to wait outside the class for a few minutes. Then she instructed the groups – the groups were asked to observe the communication and one group was asked to count the number of times the word ‘You’ was used in the skit while the other group was asked to count the word ‘I’. Then she asked the volunteers to come inside and enact the skit. After the skit, the groups gave the count of the words and shared their observations on the conversation.

The trainer explained the effect of these two words on their communication, how it provoked them and their reactions. The trainer explained that **YOU** statements tend to be judgemental and are often full of blame. They do not consider the point of view of the other side, hence increase the conflict. **I** statements usually try to clarify the self point of view about a situation rather than blame the other person. **I** statements help to find ways for a solution.

The trainer explained the concept with examples and gave them the opportunity to practice after a short break.
The Concept

a. The action:

When ... Make a specific and non-judgemental statement, for example, ‘When you come home late at night ...’

NOT ‘When you finally decide to come home’

b. The response:

I feel... Your feelings are a fact and cannot be argued. For example…’I feel sad and hurt...’ NOT, ‘I think you don’t care’. ‘I think’ can cause more conflict if the other person disagrees with you.

c. The reason:

because... You can add an explanation but make sure that it is still a positive one and not a blaming statement, for example ‘...because I like to spend some time with you in the evening.’ NOT ‘because you never do anything for me.’

d. The suggestion:

What I'd like is... Make a statement of the change you would like, for example, ‘What I’d like is to discuss this with you.’

After this explanation, the trainer asked them to practice the concepts. The boys were formed into pairs and were asked to discuss a conflict situation and resolve it by using more ‘I’ statements.

The trainer re-grouped them and discussed their observations through the following questions:

- What do you think of the I statement formula?
- Can you use it?
- Who do you think it could be more successful with? (adults? peers? partners?) Why?

At the end of the activity, they were able to understand the effect and consequences of the words ‘You’ and ‘I’ in conversations and learnt how to use more ‘I’ in conflicting situations.

**Session: 3**

**Activity: Assertiveness**

The aim of the activity was to practice assertiveness in relationships.

The trainer used Word cards to conduct this activity. The boys were made to sit in a circle. The box of cards was passed around the circle and each boy had to pick one card. The trainer gave the following instructions: “Read your cards and think of assertive statements to include the words mentioned in your cards. You have 5 minutes to express the assertive statements, using words, sentences, facial expressions and body language for maximum effect. When one person is expressing his message, the rest of you should observe keenly”. All the boys were given a chance to participate. The trainer led a discussion asking the following questions:

- How did you feel practicing your assertive statements? Why?
- Are there moments in your life when you want to say “No” and end up saying “Yes”? Why?
- What are the key characteristics of an assertive person?
- What are the advantages and disadvantages of being assertive?
- Are girls usually less assertive than boys? Why?

The boys were able to practice assertive words, statements and emotions and observe the effect of being assertive.
Life Skills: VII. Coping With Emotions

The aim of teaching this life skill was to identify the expression of different emotions, understanding how emotions affect behaviour and also to cope with emotional distress.

Session: 1

Activity: Name the emotions

In this activity, ‘Name the emotions’, the boys were made to identify different kinds of emotions.

The trainer used cards with emotions for this activity. Each boy was asked to come in front of the class, pick a card, but not show or read aloud the content of the card to others but enact the emotion using facial expressions. The rest of the class were asked to name the emotion on the paper. This was repeated for all the boys. Then the trainer read out the emotions from the cards and checked with the group’s responses. She had a discussion with the group using the following questions:

- How many emotions were correctly identified?
- Did you find it difficult to understand the emotions?
- Did you find it difficult to enact the emotions?

Session: 2

Activity: Positive or Negative emotions

‘Positive or Negative’ was an activity aimed at teaching the boys to be able to distinguish between positive and negative expressions of feelings/emotions. The trainer used a list of positive and negative emotions/feelings for this activity.

The boys were divided into two teams and sat down in a line facing each other. The trainer read out the positive emotions to the first group and negative
emotions to the second group. The boys were asked to choose from the list and each one enacted the emotions. The roles were reversed and the groups enacted opposite emotions.

The trainer led a discussion with the group using the following questions:

- How did you feel when you had to show negative feelings/emotions?
- How did you feel when you had to express positive emotions?
- Which was easier? And, more effective?
- When do you use positive and negative emotions/feelings? Why?
- Do you get the desired results from showing negative emotions/feelings?
- Do you see any advantages in using positive emotions/feelings?

At the end of the activity and the discussion, the boys were able to understand the difference between positive and negative emotions and their role in communication.

**Session: 3**

**Activity: What makes me angry?**

‘What makes me angry?’ was an activity to help the boys understand what is triggering anger in them.

In this activity, the group was asked to sit in a circle and the following instructions were given: “One volunteer starts by telling his name and what makes him get angry. The person next to him would repeat everything that the previous person has said, and then say his name and state what made him get angry. This would get repeated around the circle until all the boys have had their turn”. (This is an adaptation of a memory game).
The reasons stated by the boys were, when someone shouted at him, when someone stole something that belonged to him, when someone teased his family members, when someone called him by stupid name, when someone pushed him and when someone used bad words.

After all the boys had their turns, the trainer had a discussion through the following questions:

- Is there anyone who does not get angry?
- Could you solve problems well when you are angry?
- What is good about being angry? What is bad about it?

Through this activity, they were able to introspect about what made them angry, find out what made their peers angry and understand them better.

Session: 4

Activity: What happens to us when we get angry?

The aim of the activity ‘What happens to us when we get angry?’ was to make them aware of their physical reactions when they get angry and how anger could be controlled.

The trainer asked a pair of volunteers to come forward and enact a situation where they were angry, expressing themselves through both words and gestures. The group was asked to observe the volunteers during this role play.

The trainer asked the observers and volunteers to share their feedback on their experience. The responses were: shouting, racing heart, palpitations, stomach aches, clenching fists, frowning, face turning red, crying and feeling scared.
The trainer asked the group to share their observations of people who were angry and how they react. The responses were: hit someone, throw something, - shout sounds and shout insults (which they may later regret)

The trainer asked another 2 pairs of volunteers to step forward and gave them instructions. The first pair had to prepare a role play to depict how quickly anger can go from bad to worse. The second pair was asked to prepare a role play that started with an angry situation which was eventually controlled and ended neutrally. Some examples to control anger were, walking away, reasoning, ignoring or getting someone else to help.

After the role plays, the trainer asked the group to comment. The trainer discussed through the following questions and responses received:

- In an argument, is one person always more to blame than the other?
- Can you control your anger in the same way each time?

**Session: 5**

**Activity: Learning to Persuade**

Through the activity ‘Learning to Persuade’, the boys were taught to use persuasive arguments and behaviours to protect themselves from risky situations and practices.

The trainer explained the concept: “Our body language can influence other people’s responses towards us. For instance, if someone is acting aggressively with us, he may lean towards us or push us. When someone is feeling gentle they may touch us on our shoulder or hold our hand. We can use our body to convey many emotions and feelings. For example, we can contend with an aggressor by relaxing our body and looking them in the eye.” Then, she asked the boys to stand in two
rows facing each other and gave the following instructions: “In a pair facing each other, one is an aggressor and the other is a persuader and you have to play your part using appropriate words and gestures. The aggressor should tighten his fists and show anger and the persuader must try and persuade the aggressor to release his fists. The persuader should use all his skills to persuade the aggressor to calm down and release his fists. The persuader should not touch the aggressor. The aggressor should open his fists only when he feels convinced with the persuader. Each pair will get five minutes and then the roles will be reversed.”

At the end of the exercise, the trainer asked how many persuaders managed to persuade their aggressors to release their fists. One of the pairs who were successful stepped forward and demonstrated to the class.

At the end of the activity, the boys learnt persuasive skills.

**Session: 6**

**Activity: Understanding Depression**

The aim of the activity was to know their current awareness on depression, to make them understand the meaning of depression and its manifestations and also to receive peer inputs on coping with depression through experience-sharing on depression.

The trainer conducted this activity by using projection of feelings through drawing and brainstorming.

She distributed charts and marker pens to each boy for this activity. They were asked to prepare posters depicting depression and its effects on human life.
After making the posters, the boys were asked to form their groups and discuss one member’s experience with depression. They were asked to brainstorm and come out with at least five ways to overcome depression.

Each boy was asked to explain the message in the poster to the class. Then, the groups shared the points from their brainstorming sessions.

The trainer led a discussion through the following questions:

- What is depression?
- What are the symptoms of depression?
- Did you find it easy to overcome depression?
- Did you help anyone to overcome depression?

At the end of all these activities, they understood the concept of depression, meaning and ways to cope through their peers’ experiences.

**Life Skill: VIII. Coping With Stress**

The objective was to teach how stress could affect the body, the sources of stress and techniques used to cope in stressful situations.

**Session: 1**

**Activity: Understanding stress**

The aim of conducting this activity was to make them understand the concept of stress and help them identify symptoms.

The trainer divided the group into pairs. She asked them to select a stressful situation and talk about it with their partner. They were asked to describe their experience and the effect of the stress, whether they lost their temper, felt depressed, had trouble sleeping, lost in thoughts etc. After both boys in each pair had 5
minutes to talk about their stressful situations (about 10 minutes in total), the group was re-formed.

With the help of the trainer, the group identified more symptoms of stress and listed them as:

- **Physical**: shortness of breath, pounding heart, stiff or tense muscles, headaches, upset stomach, clenching of jaw or fists, dizziness, trembling, diarrhoea, grinding teeth, sweating, feeling faint, loss of interest in sex, tiredness and restlessness.

- **Emotional**: irritability, anger, worry, trouble concentrating, negative attitudes, loneliness, and feeling down or depressed, feeling tense, grouching, and inability to relax.

- **Behavioural**: overeating, loss of appetite, trouble sleeping, accident proneness, using more alcohol, avoiding tasks, sleep problems, trouble completing work assignments, fidgeting, tremors, crying and smoking more.

- **Cognitive**: anxious, racing or slowed thoughts, fearful anticipation, poor concentration and difficulty with memory functions.

- **Social**: avoiding others, isolating, not wanting to be alone, venting, getting easily irritated with others.

After this activity, the boys were able to understand stress and identify symptoms during stress.

**Session: 2**

**Activity: Blow the Balloon**

The aim of conducting this activity was to help them understand how stress could build up and cause outbursts.
The trainer distributed deflated balloons to the group and asked them to blow the balloons. The specific instruction was to think of a stressor each time they blew into the balloon. When the balloons burst after a certain point, the trainer drew their attention to the similarity in the human body and how some people explode like a balloon when the stress levels became too high.

She explained that many things could cause our feelings to build up, which could in turn lead to stress and anger. She explained three types of stress and asked the boys to give examples from their lives.

1. **Frustration** – occurs when someone is prevented from doing what they want to do, or they want to ask for something and they can not because they are blocked by others or by the situation as a whole.

2. **Conflict** - occurs when a difficult choice must be made.

3. **Pressure** - occurs when someone feels forced to do something s/he does not really want to do, or forced to do too much.

The trainer discussed this with the group through the following questions:-

- What are your main sources of stress? (peers, family, school, media, police, others?)
- What are the signs that stress is building up?
- How can stress be reduced?
- What can you do if a friend has reached that stage?

At the end of the activity and the discussion, the boys understood how stress could build up and affect the body.
Session: 3

Activity: Three O’s strategy

The aim of this activity was to help the boys categorize aspects of stressful situations into changeable and unchangeable, to make them understand the differences between emotion-focussed coping and problem-focused coping, to equip them to apply problem-focussed coping skills to specific stressful situations using the ‘3 O’s Strategy’.

The trainer started a discussion with the following questions:-

- Can you tell me about a time in which there was nothing you could do to change the situation (unchangeable)?
- Now can you tell me about a time in which there was something you could do to change the situation (changeable)?
- Many situations are complex. Can you give me an example of a situation in which some aspects can be changed but others cannot?
- What in this situation could you change?
- What in this situation could you not change?
- When individuals assess a situation to determine what is not changeable they often disagree. What one person sees as unchangeable, another person may consider to be changeable.
- The final evaluation of what can or cannot be changed is up to the individual in the particular situation. No value judgement is attached to the changeable or unchangeable. It is not intrinsically better to appraise a situation as changeable or as unchangeable.
• Also, at any time if you think you made a mistake in how you assessed a situation, you would change your mind and continue from that point.

After the discussion, the trainer explained types of coping: The two different kinds of situations - i.e., changeable and unchangeable - call for two different types of coping. There is no single best coping strategy that will apply in all situations, but you would develop an approach to coping that will help you figure out what is likely to help you deal effectively in stressful situations.

**The idea is to fit the coping strategy to the stressful situation:**

• Changeable situations call for more problem-focussed coping.

• Unchangeable situations call for more emotion-focussed coping.

Some examples of the wide variety of possible emotion-focussed strategies include:

• Withholding your feelings

• Confiding in someone close

• Talking

• Forming a perspective on the importance of the situation

• Diverting attention by working on another task

• Physical techniques to reduce distress: exercising, jogging, meditation

• Looking for positives in the situation

• Accepting the situation

• Looking for something you learnt

• Using humour (films, cartoons, laughing exercises, as well as using humour to gain perspective on the situation)

• Dancing
The trainer then explained about the three O’s: All the coping techniques we have just identified are not going to be equally effective in all situations, so we need a way to sort out what is likely to be most effective in a given situation. We use Three O's, the three steps to developing a coping strategy.

1. Options: What emotion-focused coping options are available?
   
   (Note that the group has just completed this step.)

2. Outcomes: What are the probable outcomes (useful/helpful and not useful/not helpful) of each option? (Have boys give probable outcomes for the list on the board.)

3. Order: Which options (1st, 2nd and 3rd) are likely to be most effective for coping in this situation?

After this explanation, the trainer asked the boys to apply the three O’s through a group exercise. She asked them to form groups and talk about a common stressful situation, and apply three O’s to it.

At the end of this activity, they were able to understand the differences between changeable and unchangeable stressors, learn the copying styles and learn and apply the Three O’s

**Session: 4**

**Activity: Autogenic Relaxation and Breathing Exercise**

The trainer taught Autogenic Relaxation and Breathing Exercise to increase the awareness about muscle tension and teach relaxation techniques.

The trainer started the activity by asking them to sit in a comfortable position, loosen their belts if they were tight and remove their watches so as to not have any distractions. She asked them to place their palm on their abdomen and
observe their breathing. Then she asked them whether their abdomen were expanded while inhaling or exhaling. Those who said that their abdomen expanded while exhaling were taught the correct method of breathing.

The trainer gave them the following instructions for the breathing exercise:

1. Sit up straight.
2. Close your eyes, and concentrate on your breathing.
3. Exhale.
4. Inhale while relaxing the abdomen muscles. Feel as though the abdomen is filling with air.
5. After filling your abdomen, continue to inhale and fill up the middle of your chest. Feel your chest and rib cage expand.
6. Hold the breath in for a moment, and then begin to exhale as slowly as possible.
7. As you are exhaling, relax your chest and rib cage. Begin to pull in your abdomen to force out the remaining breath.
8. Relax your face and mind.
9. Let everything go.
10. Practice for 5 minutes.

The trainer asked them to sit comfortably and took them through the steps of autogenic relaxation technique. She then asked them to think and visualise her instructions:

- “My arms and legs are heavy”.
- “My arms and legs are heavy and warm”
- “My heart beat is calm and regular”.

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• “I am able to breath normally”.
• “My solar plexus (in regular English?) is warm”.
• “My forehead is cool and clear”.

The trainer gave them a few minutes to remain quiet and calm and said “I am at peace”

At the end of both the exercises, the boys were made aware of the correct breathing method, and felt relaxed after the exercise. They were asked to practice both the techniques every day.

**Session: 1**

**Recap**

The trainer conducted a session to recollect the skills learnt during the training through a discussion. She asked the boys to sit in a circle and reflect on their learning, the activities they participated in, and share their experiences.

**Session: 2**

**Experience Sharing**

At the end of the training program, the trainer conducted a session where she asked the boys to share changes or developments in them or their feelings due to the training program, through a poster and a short essay. They had to think about the before and after and express in their own way.

Each boy explained with a poster and the message.

The trainer asked them to share how each one was going to implement their learning and requested them to be committed and take responsibility to continue practicing the skills in their daily lives.
The trainer concluded the program by acknowledging and appreciating the sincere participation of the boys in the Home and expressed her gratitude for accepting her as a trainer.