



Training Module For Informal Sector Waste Recyclers

Conflict Resolution

(2016)

Published by

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New Delhi, 2016

About Chintan Environmental Research and Action Group

We are a registered non-profit organization with a vision of inclusive, sustainable, and equitable growth for all. Our mission is to reduce ecological footprints and increase environmental justice through systemic change brought about through partnerships, capacity building at the grassroots, advocacy and research, and sustainable, scalable models on the ground.

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Introduction

This module is intended as a guide for people who work with informal wastepickers, waste recyclers and small junk dealers, commonly known as 'informal recycling sector'. It provides guidelines and creative training exercises for building wastepickers technical and functional skills so that they could lead an informed, dignified and confident life and use these skills to meet everyday challenges they face as wastepickers and efficiently perform their role in keeping cities clean.

Recycling in developing countries often takes place through a complex chain comprising a huge mass of workers involved in the informal sector. This sector includes waste pickers, small middlemen (kabarisi in India), itinerant waste collectors, and big waste traders. Their work includes picking out even the smallest scrap of recyclable waste, such as paper, cardboard, plastics and metals from the trash, and sell them to waste dealers who in turn sell them to big traders. Finally, they are sold to recycling factories.

They are not formally recognized and depend on recyclable waste mined out of the city's

dustbins, waste dumps, offices and other sources. Since they are not recognized, their work is virtually free for the municipality. Yet, at the levels of the wastepickers at least, many earn an equivalent of minimum wages or less. In India, there are approximately 15 lakh persons engaged in the job of wastepicking, amounting to 10% of the total wastepickers globally.

Hence, while recycling is carried out by the poor and offers them a livelihood, it is fraught with risk. The immediate burden of the toxic waste is borne by them since there are almost no satisfactory systems or designed facilities in place where work safety issues are addressed. Although waste pickers are the backbone of the waste collection process in, small traders are also important components of the chain. They buy the waste from waste pickers and sell it to big dealers who deal with specific items and materials, sorting, bailing and trading, playing the highs and lows of the market.

The informal sector of recycling works like a pyramid (Fig. 1). The first layer comprises several hundred thousand men, women and children in urban pockets who mine garbage heaps and bins for recyclable wastes like plastics, paper and metals. At the second layer come the small middlemen, often marginalized

in many ways themselves, who buy waste from the wastepickers or rag pickers. They in turn sell the waste to the third layer, comprising large buyers who own huge godowns.

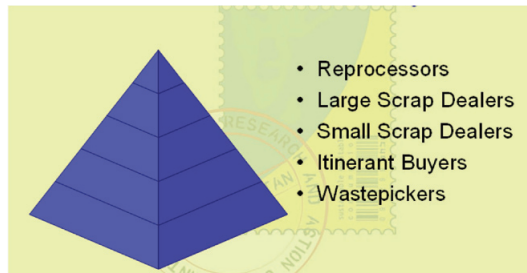


Figure 1: Structure of Informal Recycling Sector

For a comprehensive approach towards building sustainable, inclusive and equitable cities, informal recycling sector needs to have knowledge on legal aspects of their work, various legislations relates to waste sector, quality and safety at workplace along with work and life skills like work ethics, communication skills, health and hygiene and self confidence and self esteem. Figure 2 shows Chintan’s change model:



Figure 2: Chintan’s Change Model

The approach described is based upon evidences collected from various researches on waste recyclers traders and handlers as well as from Chintan’s first-hand experience with working with Safai Sena – an army

of cleaners – is a registered group of wastepickers, doorstep waste collectors, itinerant buyers, small junk dealers and other types of waste recycler.

Who can use this module?

We hope that those working with an interest in supporting informal sector waste recyclers will find this module useful. These might include:

- Program managers in agencies working on informal sector recycling programs and other informal sector programs
- Core members/group leaders of advocacy and support groups for informal sector waste recyclers
- National stakeholders, including the municipalities and the Department of Environment
- Informal recyclers’ collectives to train their members

The module may also be used as a reference for those wishing to design their own training program for other informal sector workers other than waste recyclers.

Structure of the Module

The main objective of this module is to gear up the informal sector recyclers to face the challenges they may face with the changing landscape of e-waste collection and management.



To inform participants about e-waste, its types and how it differentiates from the other types of wastes. To raise awareness about rules on e-waste.





To sensitize them about the risks of improper handling of e-waste and pollution caused by wrong handling. To appraise informal sector

waste workers about potential challenges that they may face with formalization of e-waste sector. To help participants prepare for the potential role they can play in the e-waste collection chain to augment their livelihoods.

Organization of the Modules

Each module is divided into session plans. The numbers of session plans differ for each module. Each session plan is in-turn divided into six content sections represented by an icon:

	Learning outcomes	This section specifies what learners will know or be able to do as a result of activities in the session.
	Set Induction	This includes ideas about getting the learners ready and inducing them into the right mind-set.

	<p>Materials</p>	<p>This section gives a list of materials that the facilitator should prepare before starting the session.</p>
	<p>Activity</p>	<p>This includes step-by-step activities to meet the learning outcomes planned for the session.</p>
	<p>Note for Facilitator</p>	<p>This provides specific advice for the session including suggested sequencing, timing, resources and questions to ask.</p>
	<p>Closure</p>	<p>This section provides a fitting conclusion and context for the participant learning that has taken place.</p>

Methodology

The activities in this module are based on principles of adult experiential learning. The underlying principle is that much of the content will come from the participants and that the module will serve as a framework for drawing out their experiences. Participants and facilitators commit themselves to engage in a process of mutual teaching and learning.

The activities in this module are designed for adult learners and are based upon following adult learning principles:

Principle of Active Learning: The activities involve active participation of learners through discussions, games, role-plays and feedback. Thus creating more learning than passive listening or reading.

Principle of Relevance: Every activity has been contextualized to the settings in which informal sector recyclers live. They aim at providing adults with guidance on solving problems and their pressing issues.

Principle of Previous Experience: New information has to be linked to previous knowledge and experience or it will not be remembered. The sessions designed in the module allow participants time to discuss with each other how the new information connects with what they already know. There are specific pointers for the facilitator to help the participants see the connections.

Principle of Self-Learning: Adult learners have some strong beliefs about how they learn. These beliefs, whether accurate or not, can interfere or enhance their learning.

Every session begins with set induction that explains why the audience should participate in specific activity and how the process as well as content benefits their learning.

Principle of Alignment: All the content covered in the module are aligned with the learning outcomes and activities. Learning outcomes are carefully decided and written and the activities are aligned to meet the outcomes.

Principle of Fun: Learning should be fun. The sessions and activities are designed to make the learning fun for the participants. The module is activity based and power point presentations are mostly used to summarize or reinforce the topic.

A great deal of thought has gone into the selection and writing of each activity. Each activity included in the module was chosen because it was felt that it best achieved the objectives for the session. They use a variety of tools to develop participants' knowledge including case studies, role-plays, small group work, brainstorming and other learning techniques. A range of methodologies has been used in this module that align with the principles of the experiential learning approach. With an emphasis on interactivity among participants, the course incorporates the following techniques and methodologies:

- ✓ Individual exercises and reflections
- ✓ Stories and scenarios
- ✓ Small and large group discussions
- ✓ Games and role-playing exercises
- ✓ Team projects and
- ✓ Presentations

Facilitator Prerequisites

Facilitate means 'to make easy'. Facilitation is the glue that holds a group together. It is

about empowering others. The role of the facilitator is not only to pass on information, but also to provide a learning environment in which participants can share their experiences and become comfortable with new ideas/information. Facilitated learning is based on the notion that people learn best in an atmosphere where they interact with others, are encouraged to ask questions, exchange ideas, and feel supported by the facilitator.

This module assumes that facilitators are comfortable with highly interactive techniques and that they have some expertise in classroom management, creating effective learning environments, and facilitation skills. While facilitating the sessions in this module, a facilitator's role is to:

- ✓ Explain the learning objectives
- ✓ Help the group set ground rules and keep them
- ✓ Encourage and guide participants to think critically
- ✓ Listen to participants' comments, questions and feedback
- ✓ Keep focus and keep things moving
- ✓ Help with observations and analysis
- ✓ Help participants arrive at appropriate conclusions
- ✓ Encourage participants to contribute to the discussion
- ✓ Help participants to reach an appropriate consensus
- ✓ Build trust
- ✓ Help identify opportunities and potentials
- ✓ Summarize the discussion or ask others to do so

Ice-Breakers

Icebreakers help to set the scene, relax the environment and engage the participants, as well as creating the first impression for the entire session. Successful use of icebreakers can grab the attention of trainees and assist them in full participation. They give participants the opportunity to find out a little more about each other thereby creating a degree of familiarity before starting on the main session objectives. By doing this, participants are more likely to be in a mindful state and open to learning.

Given below is a list of icebreakers that could be used to build create a relaxed atmosphere and encourage each participant to introduce aspects of himself/herself. Facilitators are encouraged to choose the icebreaker carefully considering the environment and group dynamics.

1. Names and Actions

Gather the participants in a circle. Each participant announces their name and a corresponding action. The action called must begin with the same letter as the first letter of each name. E.g. Mera naam Nazeer hai aur mujhe naachna accha lagta hai. The person calling this action must actually do the action.

Variation:

The game can be used to Help participants remember each others' names. Continue the game by asking participants to announce So that members of the group remember each other's names, the game can be continued by asking members to announce someone else's name and the corresponding action. This will take place when you have gone around the group at least once. So for example: "Mera naam Nazeer hai aur mujhe naachna accha lagta hai. Mujhe Rashid se milkar accha laga. Rashid ko rassi koodna accha lagta hai". Allow members to randomly choose anyone in the

group, but make sure that everyone chooses someone different each time.

2. Action Chain

Instruct the participants to stand in a line, all facing one direction, looking at the person's back in front of them. Begin the game by going to the back of the line and tapping the last participant on the shoulder. Only that participant would turn and watch you perform an action. Once he/she has witnessed the action, he/she must tap the next person on the shoulder who will then watch the action as exactly as possible. Continue the process until all participants have shown the action to the participant in front. The final participant should demonstrate what they saw to the entire group, as well as say what they think the action is. The person who began the action should re-enact the initial action to show what has changed.

Ideas for the actions are:

- Washing a car
- Cleaning an elephant
- Throwing a ball
- Chopping vegetables

3. Name Catch

Gather the group in a circle. Throw a ball at a participant who tells his/ her name and where they have come from. Moving clockwise, all participants take turns to tell the same to the whole group. After a round of introductions, pass the ball again to a different participant. The participant must say their own name first, and then as they throw the ball, call out the person's name to which they are throwing the ball.

E.g. 'Mera naam Mansoor hai. Main ball Rehaana ko doonga.' Then Rehaana would continue by saying 'shukriya Mansoor, Mera naam Rehaana hai aur main ball Nizam to doongi'.

Ensure that everyone is fully included in this game, and that the group knows each other by the end of the game. Control the speed of the game, and increase the pace by making sure that participants don't pause before saying someone's name.

4. Animal Name

Create sheets of paper with names of different animals and birds. The number of sheets should be equal to the number of participants. Attach one sheet of paper to every person's back without allowing him/her to see the sheet. Ask the participants to go around the room and ask questions to figure out what their 'animal name' is. Questions may only be answered with 'Yes' or 'No'. Once the participant correctly guesses their animal name, they may sit down. Ensure that chosen animals are very well known in order to make the game plausible.

5. Sweet Talk

Assemble the participants in a circle. Pass a bag of sweets around the group. Tell them that they make take as many sweets as they like, but they are not to eat them. Once everyone has taken some sweets, tell participants that they must now tell the whole group one thing about themselves for every sweet they have taken. This can be anything from where they live to their favorite food. Go around the circle, allowing each member his or her turn to talk. Once they have finished, allow them to eat their sweet.

6. Name pictures

Ask the participants to draw a picture for their name e.g. for Pushpa they could draw a flower. Ask them to write their names on the portrait. Fold these name pictures and put them in a container. Ask the participants to pick any picture from the container and guess the name. The person who drew the card would

verify the name and ask the other participant's name. Ask the participants to display the name pictures on a wall (board) in the room. If possible stick the photographs next to each name picture. Also write each participant's name clearly in Hindi. Give the participants time to move around and have a look at the picture.

7. Suddenly

Start a story with a sentence that ends in SUDDENLY. Ask the next person then to add to the story with his own sentence that ends in SUDDENLY. Continue the story until everyone has contributed. Record it and play it back. For example; 'Yesterday I went to the zoo and was passing the elephant enclosure when SUDDENLY....'

8. Word link

This is a word association game. Ask the group to sit in a circle. The first person starts with any word they wish i.e. red. The next person repeats the first word and adds another word which links to the first i.e. tomato. The next person repeats the previous word and add another word link i.e. soup, and so on. To keep this moving, only allow five seconds for each word link.

9. One minute please!

The aim of the game is to talk for one minute on a given subject. Announce the topic and a member of the group is randomly selected to speak for one minute. Use a pack of cards to randomly select i.e. person who draws the lowest number. Choose subjects to stimulate the imagination and which may be amusing. Put a stopwatch on each person to see how long they last before drying up! Subjects might include, my earliest memories, my favourite computer game, why beans are good for you, 10 things you can do with potatoes, Alligator wrestling, pre-millennialism (no, not really!)

Sharing Expectations

It is always a good idea to move from introductions to reasons why everyone has come to the training programme. The following exercise is very useful for getting to know the different reasons participants have for attending the training programme. It also gives the facilitator information about the special abilities and knowledge present in the group. Understanding expectations will give facilitator the opportunity to reassure participants that the trainers will strive to meet expectations, and to clarify any misconceptions about the training.

1. Divide a chart paper in two sections.
2. On left side write, "Why I am here?" Ask each participant to think of two reasons why they have come for the training.
3. Write them on the chart and read out each statement. Explain which of those expectations would be fulfilled through the program and which of those are beyond the scope of work of the current training.
4. On the other section write "fears and concerns". Ask participants - What fears did you have about coming to this training?; What concerns do you have about this training.

This exercise provides excellent opportunities to empathize with trainees' needs, and give reassurance by sharing how the training does/ does not relate to their concerns or how the training might help them overcome their fears and concerns. Be prepared to deal with issues such as:

- Will others laugh at me if I ask silly questions?
- Will I really learn about the things I want to know?
- What will the trainers be like?
- Will the food be to my liking?

Ask the participants for solutions/response. Ask the participants what you could do to reduce their concerns or fears.

Establishing Group Norms

Ground rules (also called group norms) are guidelines developed by the participants to be used within the workshop setting. Ground rules help create a safe environment and enable tasks to be accomplished efficiently. They serve as a tool for detecting and correcting unhealthy group interactions and evolving toward productive and healthy interactions. Ground rules should be specific, visible to everyone (posted in the room), derived with group input and then agreed to by all group members, and malleable (in other words, adaptable as needed throughout the workshop). Ground rules should follow some basic principles regarding their creation and use.

Process of setting Group Rules:

1. Explain to the group that this is their time together and that it is useful for everyone to agree to some ground rules. You may make some suggestions such as punctuality, being non-judgmental or giving everyone a chance to participate and to speak. Explain them that these rules are essential to ensure that the sessions happen smoothly and everyone works better as a team.
2. Explain them that during our sessions we would only focus on positive behaviours and therefore the rules will be about what we must do instead of what we must not.
3. If the participants are having difficulty thinking of rules, prompt them by using scenarios such as the example below: "In a session Hina and Pooja talked about a personal problem. After the session, Pooja heard Hina giggling with other friends about the session and telling them about

the things Pooja had said. She is very upset.”

4. Record all responses on a flip chart. When the group has listed all of its ideas, ask, “Can we agree on these ground rules?” If any ideas are not agreed on, the group needs to discuss them until it reaches agreement or decides to eliminate one or more of the ideas.
5. Once the group norms have been decided, post them. You can refer to them as needed if the group slips into behaviours that do not support effective teamwork.

Recommended Ground Rules

- Respect: Everyone should pay attention to the person who speaks and respect her/his ideas.
- One at a time: Only one person should speak at a time.
- Confidentiality: What is shared in the group shall remain in the group.
- Openness: Everyone will try and be as open and honest as possible without discussing personal and private issues or lives. Everyone will avoid using names and places while sharing their experiences.
- Non-judgmental approach: No one will put down, make fun of or tease another person about her/his beliefs and ideas.
- Keep time: Stick to the time schedule set for the course

Energizers

Energizers, as the name suggests, are used to revitalize and awaken trainees. Ideally they can be integrated into training after a large amount of information has been delivered, or after a meal when participants

may be feeling sluggish and tired. Energizers are also a fantastic way to switch attention from one topic to a completely different one.

Following are examples of some energizers that could be used with the participants:

I. My Spot

Ask participants to walk around the room, identify a particular ‘spot’ that is ‘theirs’ and stand there. Ask participants to move around the room while you give instructions like “Say hello to someone wearing yellow”; “clap twice”, “skip thrice”, “jump and clap” and so on. Participants have to complete the commands and on “stop” command go back to their ‘spot’ as soon as possible. Continue this energizer for no longer than 5 minutes.

II. Laughter therapy

This energizer is useful after a stressful discussion or if the discussions or activities lead to tensions among the group members. Tell the participants that they will go through a special therapy called the ‘Laughter therapy’. Start by saying ‘Ha!’ and get the next person to repeat your ‘Ha’ adding one of his or her own. Participants repeat what their neighbor says and add another ‘Ha!’ In this way, people are ‘made’ to laugh and very quickly everyone will be laughing.

III. Touch blue

Clear the room of any obstacles and ask the group to stand in a circle. As you say “Touch blue!”, participants are to rush and touch one thing blue. Change the command to ‘touch red’ and repeat the activity for 5 minutes with different colors.

IV. Wake up in the jungle

Ask participants to silently think and select a jungle animal. Ask them to think: what action do you think it makes when it wakes up?

What sound does it make? Select a participant to start the game. The participant starts by performing waking action of the a selected animal and makes its sound while waking up another animal (participant) in the jungle. The two go making their own sounds and wake up the next participant and so on. Explain that this activity is a go-round called waking up in the jungle. Continue until all animals in the jungle wake up.

V. Snake, dog, cat

Divide the participants into two groups and ask them to stand at opposite sides of the room. Give action and sounds for snake, cat and dog. Let participants practice these sounds for a minute. Ask what would happen if a snake met a cat (the cat would kill the snake). What would happen if a snake met a dog (the snake would kill the dog). What would happen if a dog caught a cat (the dog would kill the cat). Ask both groups to decide what they are on the count of 5. Then on being said go, they do the action and sound. Keep scores and continue the game for 5 minutes.

VI. Barkha rani

Tell the group that they will make rain. Explain that through a traditional set of actions, they would create the sounds of rain hoping for a plentiful crop and future growth. Ask the group to do five action sequence:

“Rub your hands together
Half of the group snap fingers slowly
Other half snap their fingers quickly
Lightly slap their thighs
Clap thrice”

Ask participants to repeat the action together.

Splitting groups

The way the trainer splits the main group into smaller working groups can be done in a variety of ways.

I. Picture Cards:

Hand out cards with images on such as plastics, glass, cardboard, electronic waste. Ask participants to find someone with the card that goes with their card. Have two of the same cards, if it is a paired activity, three for groups of three and so on. This could be conducted with any category – fruits, animals, cars etc.

II. Numbering

Simply ‘count off’ the participants into small groups, i.e. 1, 2, 3, (or 4 if 4 groups will be required.) if the groups do not need to be balanced in any way. People call out or are assigned numbers in sequence, up to the number of groups needed (e.g. for four groups, 1, 2, 3, 4; 1, 2, 3, 4, etc.). Then all the 1s form one group, the 2s another, and so on. Alternatively, use letters of the SESSION alphabet or names of fruit. Be clear after you have split the groups where each group should work.

III. Sinking ship

Clear a large space, climb onto a chair and explain that you are the captain of a ship and the ship is sinking. Ask everyone to clap and repeat after you ‘The ship is sinking, the ship is sinking’. Explain that the only way for people to save themselves is to jump into a lifeboat containing a precise number of people – you will call out the number required. Start the chorus and then yell out a number e.g. eight. Everybody should now rush to find seven other people to form a lifeboat. This should provoke much noise and laughter. Repeat a few times with different numbers until you feel the group is ready to stop, and then yell out the number you want for small group work.

IV. Sorting Hat

Give each team a name, put the names on slips of paper and put them into a hat. Have each

participant pull a team name from a hat. They join the teams whose names they pulled.

V. Pairs

For making pairs, put a slip on each participant's back with one of a famous pair: cricket bat and ball, football and boots, cup and saucer, etc. Ask participant to find the other of the pair.

Giving instructions

Each session has step-by-step instructions on how to conduct the listed activities. To successfully conducting these activities, it is important to provide the instructions to the

participants clearly. Following are some tips on how to give instructions well:

- Signal that you are going to give instructions.
- Say the instructions a minimum of three times.
- Get participants to explain back to you what they have to do.
- Give step-by-step instructions to the participants and allow them to complete each step before giving instruction for the next step.
- Practice giving instructions before the session.

Module: Conflict Resolution

Overview

Conflicts are a natural part of human life. What is important is how we deal with them. Conflicts can have both positive and negative results. Effective conflict resolution removes or mitigates the negative consequences of a conflict while preserving its beneficial, life-giving qualities. This principle is no different when talking about informal sector waste recyclers. Informal Sector workers especially recyclers deal with a number of conflict situations everyday –with other recyclers, police personnel, municipal workers, waste traders beside a number of family and community conflicts. It is important, therefore, them to learn and practice positive conflict resolution techniques so that each of them is able to play his/her role to ensure peaceful resolution of any conflict in the family, community or at work.




This module shares a broad understanding of conflict, strategies for assuaging tensions before they turn into conflicts, basics of an ideal conflict resolution, and tips and suggestions for dealing with conflict. Effective communication is one of the core skills necessary for positive conflict resolution. Hence, this module covers important aspects of communication skills necessary for learning conflict resolution techniques.


Learning Outcomes



At the end of this module participants will be able to:

- Define conflict
- Describe common causes of conflict
- Describe two forms of communication
- Give examples of communication breakdown
- Explain three examples of communication models that can assist in conflict resolution
- Describe patterns of behaviors they may encounter during different interactions
- Explain the difference between warning & danger signs
- Give examples of impact factors
- Describe the use of distance when dealing with conflict
- Explain the use of “reasonable force” as it applies to conflict resolution
- Describe different methods for dealing with possible conflict situations




SESSION 1: INTRODUCTION TO ACTIVE LISTENING


	<p>At the end of this session participants will be able to</p> <ul style="list-style-type: none"> ✓ Understand that good listening requires two way communication – sending and receiving a message ✓ Analyse what good listening skills are, and how it feels when someone doesn't demonstrate that they are listening to what you are saying. ✓ Recognise the different barriers in communication. 	
	<p>A4 Size sheets, MOD6/PPT Section: Introduction to Active Listening, MOD6/PPT Section: Barriers in Communication</p>	
	<p>Art Activity:</p> <ol style="list-style-type: none"> 1. Give each participant an A4 Sheet and a marker. Tell participants that you will go behind the training room and face your back to the participant group. 2. Ask them to do as you instruct without looking at you or asking any questions. 3. Also tell that you would repeat the instruction only twice and not more. 4. Read out the instructions to describe the picture of the chicken (Do not tell participants that you are making them draw a chicken.) <p><u>Instructions:</u></p> <ul style="list-style-type: none"> • Draw an egg shape • Draw a circle touching the egg shape • Draw a small circle inside the circle you have just drawn • Draw three straight lines inside the egg shape • Draw two small lines coming out of the circle that touch at one end q Repeat just below • Draw two longer lines coming out of the egg shape • Draw a line to join up these two lines • Draw three straight lines inside the shape you have just created • Draw two lines coming out of the bottom of the egg shape • Draw two short lines coming out of the lines you have just drawn. <ol style="list-style-type: none"> 5. Use the big picture of the chicken in MOD6/PPT to show students what they should have drawn. 6. Ask <ul style="list-style-type: none"> • Did you find it difficult to understand the instructions given? Why? 	<p>10 min</p>



	<p>7. Explain that this is because they could not check the information they were hearing. Tell that good communication skills require two-way communication – Listening and speaking.</p>	
	<p>1. Game:</p> <ul style="list-style-type: none"> • Divide participants into two equal groups- A and B. • Ask group A to leave the room. • Instruct group B to display poor listening skills. They should fidget, turn away, get distracted, not respond to what’s being said, and occasionally say, ‘That’s very strange’, ‘ok ok’ or ‘What?’ • Direct group A to choose a partner from group B and tell the him/her about his/her last visit to the village. • Ask: <ul style="list-style-type: none"> - How did it feel doing the exercise? - How did you know the other participant was not listening? - How did it feel when you realised that the other person is not listening or paying attention to you. <p>2. Show slides MOD6/PPT, Section- “Introduction to Active listening” and explain slides using notes given in each slide.</p> <p>3. Game:</p> <ul style="list-style-type: none"> • Tell participants that you are going to read them a brief story about a train and that they need to pay close attention as you are going to ask them a question about the situation being described. “A train leaves the station with 3 passengers and stops at New Delhi Railway station and 5 more get on. It next stops at Mathura and 2 passengers get off. Next stop is Agra and 23 new passengers get on board. The train makes its next stop in Dholpur where 21 get off and no one gets on. The train travels further until it reaches Gwalior where 3 more passengers get on. The next stops are Jhansi where 6 get on and 4 get off, Lalitpur where no one gets on or off, and Bhopal Junction where 24 passengers get on board. The train reaches the end of the route in Bhopal Habibganj where everyone gets off”. • After you have completed reading the story, ask this question: “How many stops did the train make?” • Debrief: It is likely that participants were more focused on how many passengers were left on the train when it reached its final destination. <ul style="list-style-type: none"> - Ask participants how many were more focused on number of passengers than the number of stops. 	<p>30 min</p> <p>15 min</p> <p>15 min</p> <p>15 min</p>

	<ul style="list-style-type: none"> - Ask if anyone can answer the question of how many stops the train made. Also ask if anyone can answer how many passengers were on the train when it reached Bhopal Habibganj. • Discuss why participants may have focused on the wrong criteria while listening to this story. Emphasize that often our assumptions cause us to focus on the wrong things when we communicate with others and that we need to keep an open mind about what may be most important and critical communications. <p>4. Show slide on MOD6/PPT Section: Barriers in Communication, and explain using notes given in each slide.</p>	10 min
	<ul style="list-style-type: none"> • The answer to the question concerning how many stops the train made is 9, including its final destination. • There were 37 passengers on the train when it arrived in Bhopal Habibganj 	
	Throw a ball at different participants and ask them to share two important take-away from the session	5 min





SESSION 2: TOOLS FOR ACTIVE LISTENING


	<p>At the end of this session participants will be able to</p> <ul style="list-style-type: none"> ✓ Recognise two important tools in active listening – voice and non-verbal skills. ✓ Understand importance of voice and intonation while communicating <p>Assess and analyse non verbal activities activities in communication.</p>	
	MOD6/PPT Section: Types of Listening Activities; MOD6/PPT Section: Verbal and Non-Verbal Communication, Props for role play (as required by the participants)	
	<p>1. Show pictures of different people using MOD3/PPT Section: Types of employment</p> <p>गुजरात के महेसाणा जिले में स्थित एक छोटे से गांव वडनगर में सितंबर, 17 1950 को श्री नरेन्द्र मोदी का जन्म हुआ।</p> <p>वे भारत के वर्तमान प्रधानमंत्री हैं। भारत के राष्ट्रपति प्रणव मुखर्जी ने उन्हें 26 मई 2014 को भारत के प्रधानमंत्री पद की शपथ दिलायी। वे स्वतन्त्र भारत के 14वें प्रधानमंत्री हैं तथा इस पद पर आसीन होने वाले स्वतंत्र भारत में जन्मे प्रथम व्यक्ति हैं।</p>	20 min

	<p>उनके नेतृत्व में भारत की प्रमुख विपक्षी पार्टी भारतीय जनता पार्टी ने 2014 का लोकसभा चुनाव लड़ा और 282 सीटें जीतकर अभूतपूर्व सफलता प्राप्त की। एक सांसद के रूप में उन्होंने उत्तर प्रदेश के नगर वाराणसी एवं अपने गृह राज्य गुजरात के वडोदरा संसदीय क्षेत्र से चुनाव लड़ा और दोनों जगह से जीत दर्ज की। इससे पहले वो गुजरात राज्य के वें मुख्यमंत्री रहे। उन्हें उनके काम के कारण गुजरात की जनता ने लगातार 3 बार (2009 से 2014 तक) मुख्यमंत्री चुना। गुजरात विश्वविद्यालय से राजनीति विज्ञान में स्नातकोत्तर डिग्री प्राप्त नरेन्द्र मोदी विकास पुरुष के नाम से जाने जाते हैं और वर्तमान समय में देश के सबसे लोकप्रिय नेताओं में से हैं। माइक्रोब्लॉगिंग साइट ट्विटर पर भी वो सबसे ज्यादा फालोवर वाले भारतीय नेता हैं। टाइम पत्रिका ने मोदी को पर्सन ऑफ द इयर 2016 के 32 उम्मीदवारों की सूची में शामिल किया है।</p> <ol style="list-style-type: none"> 2. After the reading, ask the participants to tell you all that they heard. 3. Allow 7-8 minutes for this activity. Then, invite the participants to listen to the same text being read out for a second time. 4. This time they should have an objective when listening to the text. Complete the reading, and ask the participants to report on the stated objective. <ul style="list-style-type: none"> • Where was Narendra Modi born? • When did he become CM of Gujarat • How many votes did he won with in the 15th Loksabha elections? • Narendra Modi is __th PM of Independent India. • How many times was Modi elected to be CM of Gujarat? 5. During the first round of reading, most participants will probably be able to tell you bits and pieces of the text you read. 6. Listening to the second round of reading with an objective will result in accurate responses from a large number of participants. 7. Ask the participants: <ul style="list-style-type: none"> • Why do they think this happened? Some participants will tell you that this was because, the second time, they had an objective. Commend the answers. • Emphasize that the difference between hearing and listening is that listening has an objective while hearing is general. 8. Show MOD6/PPT Section: Types of Listening Activities 	
	<ol style="list-style-type: none"> 1. Show slides on Tools for active listening- Voice and intonations from MOD6/PPT Section: Verbal and Non-Verbal Communication 2. Game: Acting audition: <ul style="list-style-type: none"> • Encourage participants to imagine that a film director has come to the training room and will select people to act for his/her upcoming movie. Tell participants to come forth and say the sentence “ Aaj training nahihogi” to reflect the following emotion: 	<p>10 min</p> <p>20 min</p>





	<ul style="list-style-type: none"> o Indicating surprise o Indicating anger o Indicating happiness o Indicating confusion o Indicating fear <ul style="list-style-type: none"> • Discuss how the very same statement can take on so many different meanings. The point is that we do need to pay close attention to not only what is being said but also how it is being said for this is often where the true meaning of the communication exists. Additionally ask participants to think if the expressions were the same while saying it sentence. Tell that our facial expressions and the way we move our body or hands form “Nonverbal’ means of communication. <p>3. Show participants slides on Non-verbal communication and explain using the notes MOD6/PPT Section: Verbal and Non-Verbal Communication</p>	<p>10 min</p>
	<p>While teaching participants about active listening, it is important that you demonstrate the same throughout the training process. Ensure that you model active listening while interacting with the participants.</p>	
	<p>Activity:</p> <ul style="list-style-type: none"> • Divide the class into small groups. • Give each group a card with a scene on it that they will role play—a scene that involves ONLY body language and NO talking. <ul style="list-style-type: none"> - It is Diwali and you wanted to reach home on time but you are not able to find a bus to go home. - It’s the end of a wedding party. You are the last people left. - You are all friends at a funeral. - You are family members on the way back from a vacation. A few minutes ago you had a big fight. • Encourage the group NOT to over-plan the role play. Instead, suggest that they define the characters in the scene, and think of a few possibilities for events that might occur in the scene. Then <i>*IMPROVISE*</i> within that general structure. This makes for a much more spontaneous and interesting role play than the more rigid alternative of carefully scripting all the action. • Each group takes its turn at improvising its scene in front of the whole class. The group should provide NO introduction to the role play. The class can then guess what is happening in the scene. • After each role play, the class discusses what they believe was happening in the scene based on what they saw in the body language. What are the personalities of the people, their relationships with each other, the issues affecting the group, etc.? 	<p>30 min</p>


SESSION 3: ACTIVE LEARNING SKILLS

	<p>At the end of this session participants will be able to</p> <ul style="list-style-type: none"> ✓ List eight active listening skills. <p>Practice key active learning skills.</p>	
	<p>MOD6/PPT Section: Active Listening Skills -I</p>	
	<p>Instruct participants to quickly answer the following questions:</p> <p><i>What color is the cotton?</i> (They will answer “white”)</p> <p><i>What do cows drink?</i> (If participants answer that cows drink milk, explain that they <i>give</i> milk and drink <i>water</i>.)</p> <ol style="list-style-type: none"> 1. Next show a flower (rose) and ask: Chandaki ma ke teen baccheyhain... Hold up the gulaab and then the marigold (gainda) and say “gulaab, gainda and _____” 2. Expect participants to try to come up with another name that has something to do with a flower. After letting them struggle for a few moments, explain that the correct answer is “<i>Chanda</i>.” <p>Explain that the reason why they answered these questions incorrectly was the context in which each question was asked. Sometimes we perceive things differently because of the setting or context in which we are presented communication. If these questions were asked without the other information paired purposely to get participants to think a certain way, these questions would have been easier to answer. Explain that context often is the most important part of communications.</p>	<p>10 min</p>
	<ol style="list-style-type: none"> 1. Show slides from MOD6/PPT Section: Active Listening Skills –I and explain participants Stop, Look, Listen and Question as steps to Active listening. 2. Activity: Explain that this activity is designed to emphasize the importance of active listening. <ul style="list-style-type: none"> • Divide the group into teams of three members each and label one member as ‘vakta’, one as ‘shrota’ and one as ‘darshak’. • Ask vakta in each group to think of three words that summarize an entire experience he or she has had, e.g., “I went there”, “I saw that” or “I learned something”. Highlight that they are not to say anything more than three words to describe the phrase. 	<p>15 min</p> <p>25 min</p>




	<ul style="list-style-type: none"> • Instruct shrota to learn what that experience was by using active listening skills especially questioning. Remind participants about the five questions that should ask to get more information from the vakta – kya, kab, kyon, kahaan aur kaise. • Clarify that shrotas are not allowed to guess and have to ask all questions before the activity is over. Also tell vakta to answer only the questions asked by the shrota. They are not to provide any elaboration on the question unless specified by the shrota. • Instruct darshak in each group to observe the interaction and to intervene if the above said rules are not followed. • Ask the group to describe what happened during the activity, giving examples of effective and ineffective listening and questioning. List the techniques on a flip chart. • Repeat the activity thrice so that each person gets a chance to practice effective listening and questioning skills.. <p>Explain paraphrasing, summarizing and other important tips for active listening using slides in MOD6/PPT Section: Active Listening Skills-I</p> <p>3. Game:</p> <p>a) Divide the class into pairs. Explain that one member from each pair has to talk for 1 minute on the topic given below and the other member must paraphrase using the skills learnt in slides.</p> <ul style="list-style-type: none"> • What is a beautiful feeling you’ve been having lately? • If you were granted three wishes, what would they be? <p>b) Switch roles and repeat.</p> <p>c) Discuss:</p> <ul style="list-style-type: none"> • Was it easy or hard to paraphrase? • How did it feel to do it? • When you were the speaker, what was it like to hear yourself paraphrased? <p>d) Ask a few volunteers:</p> <ul style="list-style-type: none"> • Is it easier for you to listen or to speak? • What was one thing you learned from today’s lesson? • What was one thing that you need to practice more? 	<p>10 min</p> <p>20 min</p>
	<p>Ask each participant to give tell about any two things they have learnt in the sessions on active listening. The rest of the group must not repeat the same statement but may say something else around the same theme e.g. while one participant explains what active listening is, other talks about importance of active listening and so on.</p>	<p>10 min</p>



SESSION 4: UNDERSTANDING EMOTIONS (contd.)

	<p>At the end of this session participants will be able to</p> <ul style="list-style-type: none"> ✓ Describe the different emotions and feelings. ✓ Learn to recognise other people's emotions. ✓ Discuss a range of people they can talk to about their emotions and feelings. ✓ Recognise personal emotional triggers ✓ Demonstrate willingness to take charge of their emotions.
	<p>MOD6/PPT Section: Emotions and Triggers</p>
	<ol style="list-style-type: none"> 1. Show pictures of different emotions to the participants MOD6/ PPT Section: Emotions and Triggers and ask them to guess how the person in the picture is feeling. 5 min 2. Ask the participants to think of how they are feeling now. Ask them to draw a mask with the opposite emotion and wear it. 20 min 3. Ask them to walk around the room on music and as soon as it stops, pair with the person standing on their left. They recognize real emotions of each other in pairs. 10 min
	<p>Activity</p> <ol style="list-style-type: none"> 1. As an extension to the introductory activity, Divide the training area into two parts. Label one as positive emotions and other as negative emotions. 2. Ask participants to look at their own masks and stand in the designated area: 3. Which one of these are positive feelings or feelings that make you feel good? 4. Which of these feelings are negative feelings or feelings that make us feel unpleasant. 5. Ask participants to wear their masks and line up so that each can see the different positive and negative feelings. 10 min <p>Game: Moving ahead</p> <ol style="list-style-type: none"> 1. Ask them to consider two basic emotions- Happiness and Anger. Divide the participants into teams of 10. 35 min 2. Assign separate spaces to each time. 3. Explain that this exercise is for them to understand the triggers that affect their two most important emotions. Each member will be given one chance to identify things that make them happy and things that make them angry. They have to speak out the triggers and move a step ahead for each happiness trigger and move back for each anger trigger. Allow 2 minutes to each participant.





	<ol style="list-style-type: none"> 1. Reassemble the participants and debrief: <ul style="list-style-type: none"> • Did the activity help you think of things that made you happy and angry? • How would you utilize this understanding? • Why is it important to understand these triggers? 2. Explain that understanding of Emotional triggers help us know ourselves better and decide how we want to handle the triggers and hence our behaviors. An understanding of our behavior in turn makes us more successful in our personal and professional relationships. 3. Tell them that in next few sessions they will learn how to consciously handle emotions and constructively plan how to respond to triggers when they come up. 	<p>10 min</p>
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SESSION 5: ANGER MANAGEMENT

	<p>At the end of this session participants will be able to</p> <ul style="list-style-type: none"> ✓ Realise that anger, like all other emotions, is normal. ✓ Describe anger and its effects on them 	
	<p>2 Paper cups, 2 garbage bags, a table, 5-6 waste water bottles, white, black and red paints</p>	
	<p>Game: “Blowing Off Steam”.</p> <ol style="list-style-type: none"> 1) Make two teams of 4 participants each. Ask remaining participants to observe the activity carefully. 2) Place two tables and assign one to each team. On each table put a paper cup on one side of a table tie a garbage bag. 3) On command, the team should blow air on the cup in such a way that it falls inside the garbage bag. Tell them that they must not touch the cup while doing that. Whichever team completes the task first is the winner. 4) After the task, ask the teams: <ul style="list-style-type: none"> • Did you feel frustrated at all • How did you cope up with frustration? • Why do you think this task was chosen? 5) Settle the group down and explain that the next part of the session is to offer alternative ways of dealing with anger. 	<p>20 min</p>

	<p>Art activity:</p> <ol style="list-style-type: none"> 1) Divide the participants into groups and give each a waste bottle. 2) Ask the participants to add water into the bottles (half filled). Then give them white paint and ask them to put a few drops into the water. Ask the teams to close the bottle and swirl it. 3) Explain: “Water represents our life, white color represents positive emotions how we feel when we are able to utilize positive emotions for improving our relationships.” 4) Now ask participants to put a drop of black colour in the bottle. Ask them not to shake. 5) Explain that “the black drop represents negative emotional trigger, the white in the bottle is still able to handle this slight trigger and our relationships remain golden. 6) Ask the participants to put 5 more drops of black paint and shake the bottle. Demonstrate how the water becomes grey and slowly black. 7) Ask participants: <ul style="list-style-type: none"> • What would happen if you pour more black paint in the bottle? (The relationships will fade and the positive emotions will be clouded with negative emotion.) • What did they understand by the activity? 8) Explain that the activity demonstrated that the negative emotional triggers must be handled sooner than later to ensure that we have a more fulfilled life. <p>Discussion:</p> <ol style="list-style-type: none"> 1) Ask participants to think about one time they got very angry. Ask them to think : <ul style="list-style-type: none"> • about their body posture • about their gestures • about the way they expressed the anger – (shouting, hitting, throwing objects, punching, harming oneself etc.) <p>Art Activity:</p> <p>Ask each participant to create a cutout of his or her handprint, color it red and write Stop on it.</p>	<p>30 min</p> <p>20 min</p> <p>15 min</p>
	<p>Explain that while anger is inevitable, it is also extremely unpleasant for the person who gets angry, the one who is the recipient of the anger behaviors and other who are observing that behavior.</p>	<p>5 min</p>

SESSION 6: ANGER MANAGEMENT (Contd.)

	<p>At the end of this session participants will be able to</p> <ul style="list-style-type: none"> ✓ Transition from inappropriate action when angry to more constructive behavior ✓ Practice ways to cope with anger 													
	<p>Floor game board</p>													
	<p>Guided imagery - Tell them that you will guide them through a simple way of releasing anger. Take them through the guided imagery script given in the next page.</p>	<p>10 min</p>												
	<p>Discussion: Ask them to think of times when they were able to successfully overcome anger. Ask them to tell what worked at that time. List the strategies on a flipchart. (Physical exercise, journaling, talking to someone you trust)</p> <p>Floor game:</p> <ol style="list-style-type: none"> 1. Recreate the floor game as demonstrated in the figure <table border="1" data-bbox="436 902 903 1178" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> <tr> <td style="text-align: center;">0</td> <td colspan="2" style="text-align: center; background-color: #d4edda;">GUSSA TYAAGO ABHIYAAN</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">9</td> <td style="text-align: center;">8</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> </tr> </table> <ol style="list-style-type: none"> 2. Place the game on the floor. Make 9 teams and play the game as follows 3. Each team representative closes his or her eyes and throws 1 stone so that it lands on a number on the floor game. 4. Ask the participant to throw the stone again if it lands on 0 or on the central, non-numbered area. Note the number, give the team a situation. 5. Read the indicated situation to the team. When the team has responded to the situation, it receives points equal to the number on which their stone landed e.g if the stone had landed on 6, and the team answers the situation, they score 6 points. 6. If the team does not want to respond to a situation he or she may pass their turn. They do not receive a point. 	1	2	3	4	0	GUSSA TYAAGO ABHIYAAN		5	9	8	6	7	<p>15 min</p> <p>60 min</p>
1	2	3	4											
0	GUSSA TYAAGO ABHIYAAN		5											
9	8	6	7											

	<p>7. Remind the players that there is no right or wrong responses. 8. Encourage discussion and ask follow-up questions. 9. Continue the game for 5 rounds. The team that scores the maximum wins the game.</p>	
	<p>Only read out the situations. Do not provide your own interpretation or solution to the problem</p>	
	<p>1. Steps to Anger Management</p> <ul style="list-style-type: none"> • Stop- Explain that they must think of “Stop” sign they have created, each time they are about to get angry. • Relax – Breathe and release the stress and tension in your body • Detach: Clear your mind of all thoughts • Center: Drop your awareness to the center of yourbody, just beneath the navel and feel yourself breathe • Focus: choose one keyword that represents how you want to feel or who you want to be in this moment. • After the anger has decreased and you are feeling calm, you might want to address the upsetting situation by taking action to change the situation or speaking to the person you were upset with. Or you may just choose to let the situation go. • Once your anger has subsided you can choose whatever option seems best. You have the right to feel a range of emotions, including anger, and to express these emotions in healthy ways of your choosing. <p>2. Laughter Therapy:</p> <p>Tell the participants that they will go through a special therapy called the ‘Laughter therapy’. Start by saying ‘Ha!’ and get the next person to repeat your ‘Ha’ adding one of his or her own. Participants repeat what their neighbor says and add another ‘Ha!’ In this way, people are ‘made’ to laugh and very quickly everyone will be laughing.</p>	<p>15 min</p>

GUIDED IMAGERY SCRIPT:

[Adapted from materials from Inner Health Studio and Performance Resource Press]

Practicing this guided relaxation helps you manage anger when it arises and deal with it

quickly and effectively in the moment. Ask the participants to close their eyes and focus on what you are saying. Use soft, assertive tone and say the following.

Step 1: Deep breathing:

- “It’s time to take a break...and relax... to deal with anger in a healthy, productive way. Find a naturally relaxed sitting position and open posture, your hands resting in your lap or at your sides, your legs uncrossed, and your head balanced in a neutral position.
- Now, take a slow, deep breath in through your nose and notice your lungs and chest expanding. Hold the breath gently.... And let it out through your mouth....
- Breathe in again.... Pause.... And exhale fully.... Breathe in.... Pause.... And out....In.... Out....In.... Out.... Continue to breathe intentionally.

Step 2: Relaxing:

- Take note of the physical sensation of anger. Check where in your body the anger is stored. Start to relax your body. Check for any tension, beginning with your feet, moving upward to your head. Notice any tension you might have in your legs..., stomach..., hands..., arms..., shoulders..., neck..., jaws..., and face.
- Many of the physical symptoms of anger are uncomfortable. Some of these symptoms can be relieved right now, if you like, by relaxing your muscles. Let’s relax a few areas to begin this process.

- Start with your hands and arms. Tighten your hands into fists. Feel the tension in your hands and arms. Hold.... Tighter.... Tighter.... And relax. Again, tighten your hands.... Hold.... And relax. Again, tighten.... And relax. Now allow your hands and arms to be relaxed, loose, and limp. Notice the difference between tension and relaxation.
- Now see if you can relax your shoulders. You may choose to tighten the muscles, by pulling your shoulders toward your ears and holding them there, and then relax. Or you can simply relax your shoulders without tensing them first. Do whatever seems to work the best for you.
- Focus now on your face and jaws. Relax your face and jaws, tensing the muscles first if you want to. Let all the tension leave your face..., let the tension leave your jaws...leaving your face and jaws limp, smooth, and relaxed.
- Scan your body now from head to toe for any other areas that might be tense. For each area, imagine directing your breath to that area. Imagine breathing in relaxation....and breathing out tension. Breathing in a feeling of relaxation, and exhaling all the tension. Feel your muscles more relaxed with each breath.

- Continue to scan your body, relaxing each area
- Take note of how you are feeling now. Physically. Emotionally. It's okay if you still feel residual anger. Just leave that feeling where it is. Emotions are neither right or wrong...they just are. All you are doing now is just observing. Continue to be aware of your deep, deliberate breathing – inhale fully, hold it for a second, and release....

[Pause]

You are controlling anger right now, just by the fact that you are not reacting with angry behaviours. You have chosen to relax, to deal with anger in a healthy way.

Step 3: Self affirmations:

- To increase the control you have over anger, you may want to repeat some affirmations to help create realistic, rational thinking – also called self-control thoughts.

- Here are 5 affirmations to help deal with anger:
 - I acknowledge that I am feeling angry right now and accept the way I feel.
 - I have the power to control my reactions.
 - I can fully experience this anger, yet wait before I take action.
 - I can feel angry, but calm and in control at the same time.
 - It's okay to feel angry.
- Notice again how you are feeling. Physically, how are you feeling? Let your body relax a little more...relaxing any tense areas. Emotionally, how are you feeling? See how emotions come and go.... Anger can come and go. It will not last forever. There is a limited time where you exercise self-control before the anger is no longer an issue.

SAMPLE FOR THE BOARD GAME:

1	2	3	4
0	GUSSA TYAAGO ABHIYAAN		5
9	8	6	7

The Situations

1. Mushtaq's wife cannot find some important papers that are required for making an aadhaar card. Today is the last day for





camp. Mushtaq felt like abusing his wife. What would you tell Mushtaq to do?



2. Sahil's brother ate the piece of sweets that was kept aside for Sahil. Sahil felt like punching his brother. What would you tell Sahil to do?
3. Nazir wanted to sit in the front seat of the training room, but Abdullah got there first and wouldn't let him have it. Nazir felt like pushing Abdullah. What would you tell Nazir to do?
4. Smita's children would not leave her alone while she was trying to talk to her friend. Smita felt like shouting at her children. What do you think she should do?

5. Sushmita called Kajal stupid. Kajal felt like calling Sushmita a bad name back. What would you tell Kajal to do?
6. Karan made a joke about Anil's family. Anil felt like beating Karan up. What would you tell Anil to do?
7. Sumer's friend kept interrupting when he was trying to tell a story in the training room. Sumer felt like shouting the story so his friend couldn't get a word in. What do you think Sumer should do?
8. Urmila over heard her friend saying how ugly Urmila was. Urmila felt like pulling her friend's hair. What would you tell Urmila to do?
9. Manoj bought a new saree for his wife on Diwali. But when he took it home, his wife told him that he has a bad choice. Manoj felt like burning the saree. What would you tell Manoj to do?
10. Farida was in a Safai sena meeting. She felt that nobody in her group was listening to her ideas. Farida felt like keeping quiet and saying anything. What would you tell Farida to do?
11. Champa thought her Supervisor was always yelling at her for not reason. Champa wants to leave the job and complain about the supervisor. What would you tell Champa to do?
12. Sampat went to sell his waste to the waste trader. He felt that the trader was cheating him and offering him less price than what he offered another recycler. Sampat felt like shouting until trader agreed with him. What would you tell Sampat to do?
13. Aishwarya was standing in the line to collect water. Babita cut in the line. Aishwarya felt like pushing Babita out of the line. What do you think Aishwarya should do?
14. Dharam told Rehman a secret and asked him to keep it to himself. But Rehman went and told the entire community. Dharam felt like kicking Rehman. What would you tell Dharam to do instead?
15. Jehangir was travelling in a bus. He was not allowed to sit because he looked dirty. Jehangir felt like fighting with the people and abusing them. What do you think he should do?
16. Faheem slipped in the training room and everyone laughed at him. Faheem felt like telling everyone to shut up. What do you think he should do?
17. Kareem was collecting waste from his ward when one resident commented that all wastepickers are thieves. Kareem felt like arguing with him and never picking up waste from his house. What would tell Kareem to do?
18. Rehaan overheard his friend Shakil saying that he was stupid. He felt like he never wanted to talk to Shakil again. What would be a better thing to do?
19. Kavya felt really sick, but mother made her go to school. Kavya felt like yelling at her mother. What would you tell Kavya to do instead?
20. Samir's teacher accused him of talking when he wasn't. Samir felt like complaining. What would you tell Samir to do?
21. Muskan's friend broke off her watch. Muskan wanted to cry. What would you tell Muskan to do?
22. His boss in front of everyone shouted at Ali. He felt like shouting back at his boss. What would you tell him to do instead?
23. Suhail wanted to ride his bike, but it had a flat tire. Alan felt like knocking his bike




- over in anger. What do you think Alan should do?
24. Jen wanted to play hopscotch, but her friends all wanted to play kickball. Jen felt like storming off in anger. What do you think Jen should do?
 25. Rustam's wife made lauki for dinner. Rustam hates lauki. He felt like leaving the food and going out of the house. What do you think Rustam should do?
 26. It rained on the day of Rehan's wedding. He felt like yelling bad words. What do you think Rehan should do?
 27. Krishna found out that his best friend had gone to the fair with some other boys and had not invited him. Krishna felt like going to his friend and punching him on his face. What would you tell Krishna to do instead?
 28. Kavita wanted to take a leave and rest at home, but her boss gave him one more task to complete and denied a leave. Kavita wanted to argue with her boss. What do you think Kavita should do?
 29. Nikhil wanted to go out with his friends but his wife told him she had to go visit her parents instead. Nikhil wanted to ignore his wife and go with friends anyway. What do you think Nikhil should do?
 30. Victoria accidentally spilled juice on Sharon. Sharon felt like spilling her juice on Victoria to get back at her. What would you tell Sharon to do instead?
 31. Sahil really likes paan, but his brother wouldn't let him eat any tobacco. Sahil felt like yelling at his brother. What do you think Sahil should do?
 32. Alex's teacher told him to move his desk to the other side of the room. Alex liked his desk where it was and felt like kicking his chair over in protest. What would you tell Alex to do?
 33. Sunita was cooking sweets for Diwali when her son accidentally fell and dropped his dirty ball into the utensil. Sunita felt like hitting her son. What do you think Sunita should do?
 34. Kiran discovered that her neighbour Ahmed was spreading rumors about her that were not true. Kiran felt like spreading untrue rumors about Ahmed in return. What do you think Kiran should do?
 35. Sakia's mother-in-law commanded her to do her several chores one after the other. Sakia felt like telling her to shut up. What do you think Sakia should do?
 36. Nazia likes to sing but each time she does, her husband makes fun of her. Nazia felt like crying. What would you tell Nazia to do?
 37. Rehanna and Nizam had to reach work quickly but Nizam was walking slowly because of an injury on his foot. Rehanna felt like asking him to hurry up. What would you tell Rehanna to do?
 38. Shaheen's little baby would not stop crying. Shaheen felt like yelling at him to be quiet. What would you tell Shaheen to do?



SESSION 7: INTRODUCTION TO CONFLICTS

	<p>At the end of this session participants will be able to</p> <ul style="list-style-type: none"> ✓ Realise that conflict is everywhere and is inevitable. ✓ Identify the signs of a tension before it turns into a conflict. ✓ Demonstrate importance and use of I-Messages in communicating during conflicts.
	<p>Chair, MOD6/PPT Section: I messages</p>
	<p>Game: Jaanmein Dam:</p> <p>20 min</p> <ol style="list-style-type: none"> 1. Ask for two volunteers and instruct one participant to sit in the centre of the room on a chair while the other to stand next to him. Tell the participant sitting on the chair that he/she has to keep sitting on the chair for as long as possible. 2. Explain the second volunteer to find ways to make the person leave the chair. 3. Continue the activity for 5 minutes: <ol style="list-style-type: none"> a) Ask the sitting volunteer- Did you feel hurt by any of the ways that the second volunteer used to make you leave the chair? What were the specific parts about this exercise that you likes and did not like? b) Ask the standing participant- Was it difficult to make the person change his/her mind about sitting on chair? Were there other ways that you wanted to use but did not use? Why did you not use them? c) Ask the observers- did you feel that at any point either of the two were getting angry? Who was handling the activity aggressively and who was handling it more tactfully? <p>Tell the participants that what they saw was a conflict situation. The situation arose because the two people had two different purposes.</p>
	<p>Mind Map:</p> <p>15 min</p> <ol style="list-style-type: none"> 1. Write the word “conflict” on the chalkboard. Ask participants to think of all the words that come to their mind as soon as they hear the word. Note all of the phrases on the board using a word web. Continue for about three to five minutes (or longer if interest remains high). 2. Using their responses, help them come to a definition of “conflict” as an argument, a disagreement, or a fight. 3. Ask: <ol style="list-style-type: none"> a. What do you notice about the web? Why are most of our associations negative?





	<p>b. Write CONFLICT = VIOLENCE on the board to make the point that many people equate the two concepts.</p> <p>c. Ask, Does conflict equal violence? What is the difference between conflict and violence?</p> <p>Think-Pair-Share</p> <ol style="list-style-type: none"> 1. Divide the class into pairs. 2. Ask participants to take turns telling their partners a story about a conflict they have had including – <ul style="list-style-type: none"> – who was involved, – how it started, – how it ended, and – how they felt when it ended. 3. Write the words “where,” “who,” “what,” “end,” and “feel,” on the board as a reminder of what the story is to include. 4. Give each team member 5 minutes 5. Ask some volunteers to tell their stories to the class. 6. Explain that there are many ways people resolve conflicts. <p>I-Messages:</p> <ol style="list-style-type: none"> 1. Look at a participant and say “You never listen to me and make me angry” 2. Ask the participant: 3. How did you feel when I said that to you? 4. Did you feel that I was blaming you? 5. Did you feel you understood my real discomfort with you? 6. Did you feel I was being fair? 7. How did you feel like responding to me? 8. Assure the participant that you only said that to explain everyone how you-messages aggravate the problem and close the recipient. 9. Show slides on I-Messages in MOD6/PPT Section: I messages 	<p>20 min</p> <p>20 min</p>
	<p>Divide the participants into 5 teams. Give each team a situation. Ask them to convert the statement into an I-Message</p> <ul style="list-style-type: none"> • Sakia’s mother-in-law commanded her to do her several chores one after the other. • Nikhil wanted to go out with his friends but his wife told him she had to go visit her parents instead. • Your husband comes late from work every day and spends more time with his friends • Your child does not attend school and roams in the street. • Your spouse’s parents said something to your spouse because of which he/she yelled at you 	<p>15 min</p>

SESSION 8: CONFLICT RESOLUTION STRATEGIES

	<p>At the end of this session participants will be able to</p> <ul style="list-style-type: none"> ✓ Understand our initial reactions to conflict ✓ Consider how our reactions may influence the outcome of the conflict ✓ Discover the steps to effective conflict resolution ✓ Create a conflict-resolution process that can be used in any conflict 	
	<p>Picture of a mango. MOD6/PPT Section: Conflict Management-I</p>	
	<p>KhaasAam:</p> <ol style="list-style-type: none"> 1. Divide the group into two teams- team A and team B. Take team A out of the room and explain that you are “Aamrakshak”, the keeper of a rare variety of mango. Tell Team A that they must negotiate with you to have this special fruit because its seed has an important chemical, which would be used to develop a medicine that would protect children from all diseases. The team should negotiate with you and try to convince you 2. Take team B out and explain that you are “Aamrakshak”, the keeper of a rare variety of mango. Tell them that they must negotiate with you to have this special fruit because its pulp has an important chemical, which would be used to develop a medicine that would protect all pregnant women from all diseases. The team should negotiate with you and try to convince you 3. The two teams should not be allowed to talk to each other. They must independently think of strategies to convince the Aamrakshak and do the negotiations separately with him. Allow 5 minutes to each team for negotiating with Aamrakshak. 4. Ask the two teams to come together to the training room. Tell them that you are confused because both the causes are good. Ask the two teams to negotiate with one other and decide who should have the ‘aam’. Observe the discussion. You would see that once they realize that they each needed different components of the mango teams will become collaborative and resolve the issue satisfactorily even going so far as to share the costs. <p>Debrief:</p> <ul style="list-style-type: none"> • What was the outcome of the conflict over the mango? • What did you do to achieve this outcome? • Why is it important for people to communicate in order to resolve conflicts? 	<p>45 min</p>

	<ul style="list-style-type: none"> • Do people always communicate with each other when they are in a conflict? Why or why not? • Do people always want the same thing in a conflict? • Have you ever experienced similar situations? What was the outcome? 	
	<p>I am Conflict:</p> <ol style="list-style-type: none"> 1. Sit in the center of the room on a chair and announce the following to the group: “I am conflict. Consider how you typically react when you experience a personal conflict. Position yourself, in relation to me, somewhere in the room in a way that conveys your initial response to a conflict. Pay attention to your body language as well as your distance from the conflict.” 2. Ask the participants to freeze in their positions. 3. Explain that the distance and manner in which each person is standing in relation to the chair is the way they approach conflicts. 4. Ask participants to look at each other. Ask those who are standing too far away, why they selected that position? (Likely to be compromise). Ask those who are standing too close, why they chose that position (competition). There would be some who would be standing with their back towards the conflict. (Avoidance) and some who would be smiling at the conflict with poise on their face (Cooperation). 	<p>20 min</p>
	<p>5. Show the slides on 5 styles of conflict management (MOD6/ PPT Section: Conflict Management-I)- Competition (win and lose), Accomodating (lose and win), Avoidance (Lose and Lose), Compromise (1/2 win and 1/2 win) and Cooperation (win and win).</p> <p>Make a paper ball using scrap paper and call it the conflict ball. Throw the ball at a participant and ask him or her to state two things they learnt about conflicts and conflict management. After stating, the participant throws at another participant who in turn shares his/her two learning. Continue the activity until all key points are covered.</p>	<p>15 min</p>
		<p>10 min</p>

SESSION 9: PRACTICING CONFLICT RESOLUTION

	<p>At the end of this session participants will be able to</p> <ul style="list-style-type: none"> ✓ Discover the steps to effective conflict resolution <p>Create a conflict-resolution process that can be used in any conflict</p>										
	<p>MOD6/PPT Section: Conflict Management-II</p>										
	<ol style="list-style-type: none"> 1. Divide the participants into pairs 2. Ask each person to stand facing his/her partner. 3. Ask them to put their arms straight out in front of them to shoulder level and touch palms with the other person. 4. Tell them that they are going to push as hard as they can against each other so get them to stand in a way that is safe. 5. Ask them to keep pushing and then tell them suddenly to stop pushing and feel how much of a relief it is. 6. This is what happens when we are in conflict with someone. Each of us trying to 'push' their message home. 	<p>10 min</p>									
	<p>Role-play</p> <ol style="list-style-type: none"> 1. Give the following situation using two volunteer participants. “Rashid’s son is getting married and he just came back from shopping, inviting relatives and doing some other tasks for the wedding. He decided to catch some rest after a long day of work. Ahmed, his younger brother, comes home from work, turns on the radio, and starts singing loudly. Rashid gets up and orders Ahmed to turn off the radio. Ahmed protests, saying he never gets to have fun, and turns the radio up”. 2. Ask the participants to describe what’s going on. <ul style="list-style-type: none"> • What does Rashid need? What does Ahmed need? • If Rashid won, what would he get? How would he feel? If Ahmed won, what would he get? How would he feel? 3. Show students the diagram of ways a conflict could come out MOD6/PPT Section: Conflict Management-I <table border="1" data-bbox="431 1380 1173 1560" style="margin: 10px auto;"> <tr> <td></td> <td>Rashid gets what he needs</td> <td>Rashid doesn't get what he needs</td> </tr> <tr> <td>Ahmed gets what he needs</td> <td>Win-Win</td> <td>Win-Lose</td> </tr> <tr> <td>Ahmed doesn't get what he needs</td> <td>Lose-Win</td> <td>Lose-Lose</td> </tr> </table> 4. Ask the audience to reflect upon the role play that was conducted. Which of the four ways did the conflict turn out. 		Rashid gets what he needs	Rashid doesn't get what he needs	Ahmed gets what he needs	Win-Win	Win-Lose	Ahmed doesn't get what he needs	Lose-Win	Lose-Lose	<p>20 min</p> <p>20 min</p>
	Rashid gets what he needs	Rashid doesn't get what he needs									
Ahmed gets what he needs	Win-Win	Win-Lose									
Ahmed doesn't get what he needs	Lose-Win	Lose-Lose									



Ask the participants to think of two people in their life who they are constantly in conflict with. Encourage them to take a pledge that next time they are in a conflict with those two people they will work out a win-win solution.

5 min

SESSION 10: PRACTICING CONFLICT RESOLUTION



At the end of this session participants will be able to

- ✓ Discover the steps to effective conflict resolution
- ✓ Create a conflict-resolution process that can be used in any conflict



MOD6/PPT Section: Conflict Management-II






Game:

1. Divide the participants into pairs.
2. Ask participants to find a partner.
3. Have each pair stand face to face, right fist out (as in Rock, Paper, Scissors), and say together, "Nothing, something, anything!" Once the word anything is said, the two participants yell out the name of any item they can think of (dog, coffee mug, shoe).
4. After yelling out their items, team members must now debate one another as to why their item would "beat" the other person's item.
5. Allow about two or three minutes of debate, then call a brief time-out to discuss the difference between debate and dialogue. (In debate people argue with each other and supporting their unwavering beliefs and views on the topic. It creates a threatening environment where each involved is competing to be right. On the other hand, during a dialogue all parties involved participate equally and explore the situation in greater detail to gain a better understanding so as to arrive at a mutually agreeable solution or conclusion)
6. After that, have the team continue with their conversations, only now, encourage team members to engage in dialogue – asking questions and listening to the answers – to come to an agreement between the two of them.

Questions

1. How did you react to your mini-conflict?
2. Is this how you normally act in conflict situations? Why or why not?

20 min

	<ol style="list-style-type: none"> 3. How were you able to come to a consensus? 4. What happened when you switched from debate to dialogue? 5. When someone disagrees with you, do you always stop to ask questions? 6. Is it difficult to listen when someone disagrees with you? Why? 7. What made it easier in this activity? 8. In what ways could you use these skills the next time you're in conflict with another person? 	
	<p>Recap:</p> <ol style="list-style-type: none"> 1. Ask participants to recall 4 possible endings to a conflict. 2. Show participants slides on conflict outcomes MOD 6/PPT. (Section: Conflict Management-II) 3. Explain participant's steps of understanding and resolving conflicts. <p>Role play:</p> <ol style="list-style-type: none"> 1. Divide participants into four groups and give them four conflict situations from the floor game situation list. 2. Ask each group to prepare a skit based on the conflict and how they resolve the conflict using the conflict resolution steps and styles. Give the students ten minutes to rehearse their skits. Then have each group present their skit to the class. 3. After each skit is presented, the audience is to think of more alternatives that would lead to a win-win conflict resolution. 	<p>5 min</p> <p>15 min</p> <p>30 min</p>
	<p>Listen to the debate and discussion patiently and facilitate the proper understanding on conflict management in the participants.</p>	
	<p>Tell participants that you will throw a ball at any participant and will give a word that relates to all that they learnt about Conflict resolution. Here is a list of words:</p> <ul style="list-style-type: none"> • Conflict • Barriers in communication • Active Listening vs. hearing • Steps in Active listening • Paraphrasing • Open-ended questions • Kind of questions • Summarizing • Win-Win situation • Meditation 	<p>15 min</p>

Annexure

Slide 1:



विवाद का
सकारात्मक हल




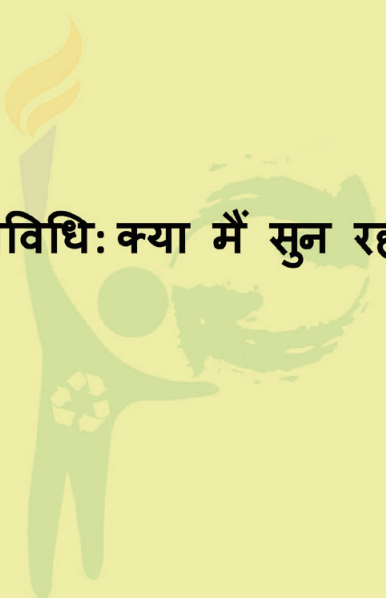
CHINTAN
Environmental Research and Action Group

The slide features a light green background with a dark green curved header at the top. In the center, there is a faint illustration of a person holding a torch and a globe. The text 'विवाद का सकारात्मक हल' is prominently displayed in the center. The CHINTAN logo is located in the bottom right corner.

Slide 2:

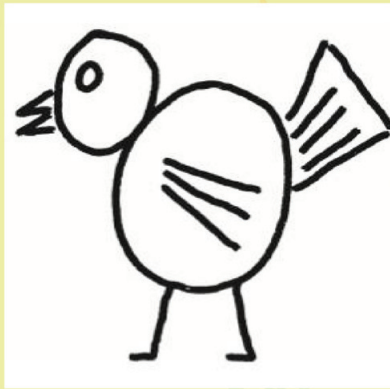
बेहतर संवाद

गतिविधि: क्या मैं सुन रहा हूँ??



Slide 3:

बेहतर संवाद



Every good
conversation
starts with
good listening.



Slide 4:

सक्रियतापूर्वक सुनना



- सुनने से थोड़ा ज्यादा।
- दूसरे व्यक्ति द्वारा कहे जा रहे शब्दों को ना सिर्फ ध्यानपूर्वक सुनना, बल्कि अधिक महत्वपूर्ण है उसके पूरे संदेश को समझना।
- सक्रियतापूर्वक सुनना जरूरी है, क्योंकि ये वक्ता और श्रोता के बीच सम्बंध कायम करता है।

Slide 5:

पूरे शरीर को श्रोता बनाएं!



- आंखें- वक्ता को देखें
- शरीर- वक्ता की ओर हो
- हाथ- शरीर के किनारे या गोदी में
- पैर- शांतिपूर्वक जमीन पर जमे रहें
- दिमाग – वक्ता के कथन पर सोचता हुआ
- दिल- वक्ता के कथन की परवाह करता हुआ

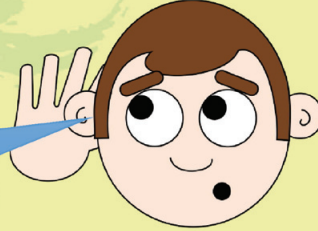
Slide 6:

अच्छा श्रोता क्यों बनें?

HELLO
I'M A...
GOOD LISTENER

- ये निजी सम्बंधों को बेहतर बनाता है।
- गलतफहमियां और विवाद दूर करता है।
- आपसी सहयोग मजबूत करता है।
- आपसी समझ बढ़ाता है।

हमारे पास दो कान और एक मुंह है। लिहाजा हम जितना कह सकते हैं, उससे दोगुना सुन सकते हैं।

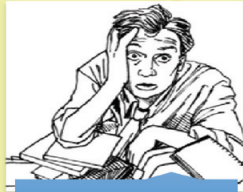


Slide 7:



Slide 8:

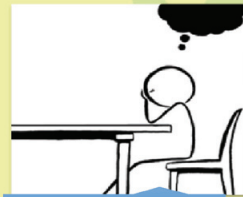
सक्रियतापूर्वक सुनने की चुनौतियां



तनाव



उत्सुकता

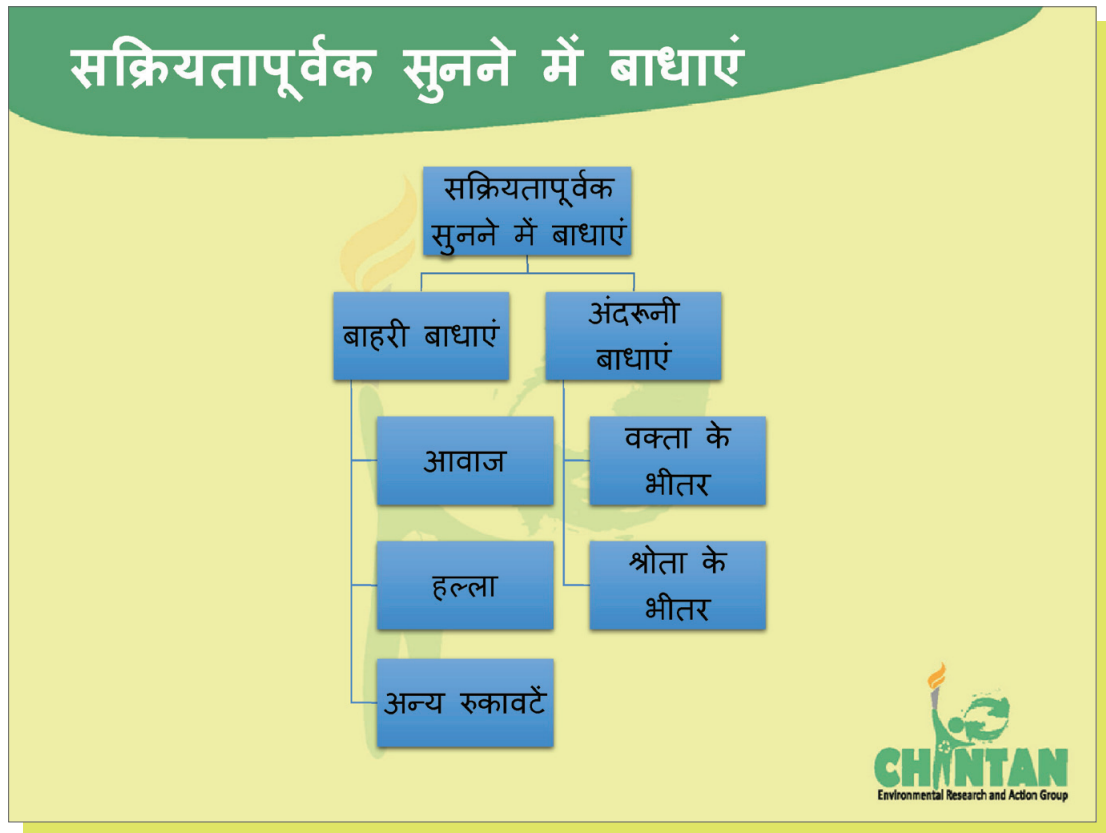


उम्मीद



क्रोध

Slide 9:



Slide 10:

गतिविधि - "एक उद्देश्य से सुनना"



Slide 11:



Slide 12:

सूचना के लिए सुनना



- सुनने का एक प्रमुख कारण सूचना प्राप्त करना है।
- अधूरी या गलत सूचना की वजह से विवाद हो सकता है।

Slide 13:

सीखने का अनुमोदन करें

अनुमोदन का अर्थ:

- अभिरुचि दिखाएं,
- दूसरे व्यक्ति को मान्यता दें और,
- किसी को महत्वपूर्ण महसूस कराएं

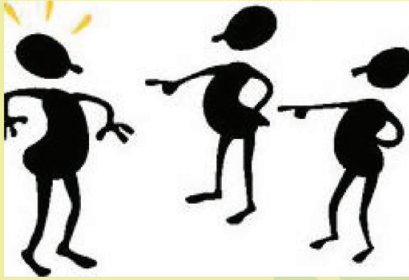
अभिरुचि – दूसरों की स्थिति, भावनाएं और लक्ष्य की पहचान या समझ।

पहचान का अर्थ विरोध नहीं है। समझ का अर्थ अनुमोदन नहीं है। “ना ही अच्छा होने के लिए अभिरुचि जरूरी है... किसी के साथ अभिरुचि का अर्थ ये नहीं कि उसके पक्ष से सहमत होना या उसे पसंद करना।”



Slide 14:

प्रज्वलन के साथ बहस सुनना



जब कोई हम पर जुबानी हमला करता है तो हम निम्नलिखित तरह से प्रतिक्रिया देते हैं:

- रक्षात्मक हो जाते हैं
- आक्रामक हो जाते हैं
- गुस्से में बहस करना शुरू कर देते हैं
- पीछे हट जाते हैं
- उदास और/या भयभीत हो जाते हैं

Slide 15:



सक्रियतापूर्वक सुनने के उपकरण

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Slide 16:

आवाज-जुबानी संचार

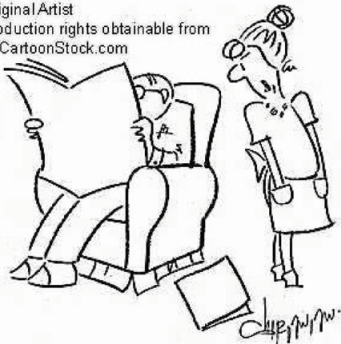


- जिस तरह से कुछ कहा जाता है (टोन, विभक्ति, दर) क्या कहा गया उससे 5 गुणा अधिक महत्वपूर्ण हो सकता है।
- आवाज का टोन, व्यवहार, और पेश की गई गंभीरता जैसे किसी मुहावरे से अधिक महत्वपूर्ण हो सकते हैं, जो आप बोलते हैं।

Slide 17:

विभिन्न आवाज लय के साथ इस्तेमाल करें

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"You can stop saying 'uh-huh!' I stopped talking to you an hour ago!"

- "मैं देखता हूँ"
- "सही"
- "ओह हो"...
- "अच्छा"
- "जरूर"
- "हां..."
- "जी"
- "ओह"
- "वाकई?"

Slide 18:

गैर-जुबानी संवाद

- आंखों में आंखें डालना सुनिश्चित करें।
- बीच-बीच में सिर हिलाएं, ताकि ये पता चले कि आप समझ रहे हैं और आपको दिलचस्पी है।
- जरूरी जगह रुकें।
- झूना
- आवाज
- गंध
- वक्त और कथन की रफ्तार
- नजदीकी
- रुख
- परिधान
- आंख सम्पर्क
- भाव-भंगिमा
- चेहरे की अभिव्यक्ति
- चुप्पी का इस्तेमाल

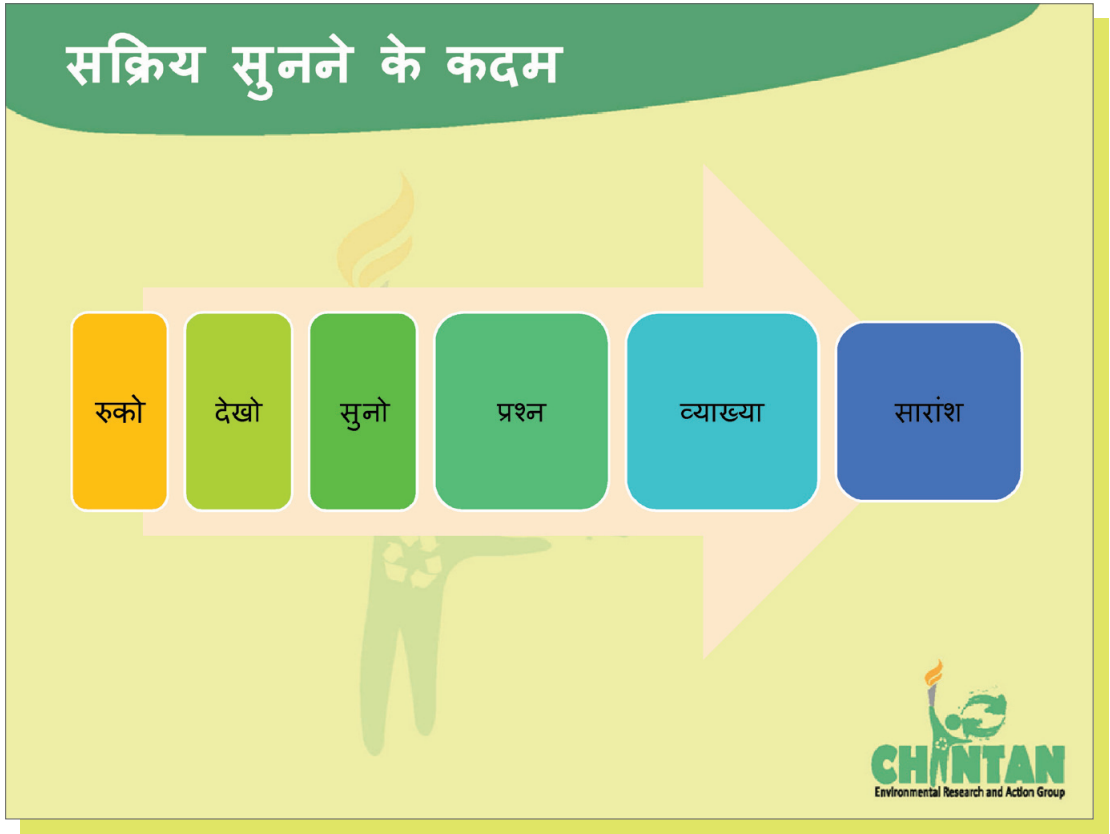


Slide 19:

चौकन्ने रहें



Slide 20:



Slide 21:

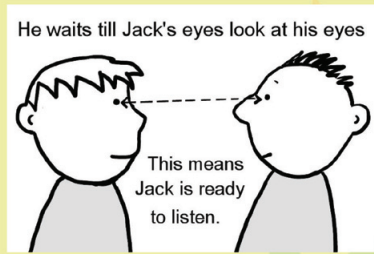
रुकें

- खड़े रहें या बैठ जाएं, ताकि सामनेवाले व्यक्ति को सीधे देख सकें।
- अपनी बांह और पैर खुले रखें, जो खुलकर वार्ता करने का प्रतीक है।
- व्यक्ति को सुनना बताता है कि उसकी बातों में आपको दिलचस्पी है।
- दूर रहने की आदतों से दूर रहें।



Slide 22:

देखें



- आंखों में आंखें डालने का अर्थ है कि आप सुन रहे हैं।
- सिर हिलाएं, ताकि ये पता चल सके कि आप समझ रहे हैं या आपको दिलचस्पी है।
- व्यक्ति के शब्दों और भावनाओं पर ध्यान केन्द्रित करें।
- आसपास न देखें और न खुद को विचलित महसूस होने दें।

Slide 23:

सुनें

आइने की तरह व्यवहार करें और आप जो देख रहे हैं और सुन रहे हैं उसकी भावना प्रतिबिम्बित करें।

सुनें:

- कही गई बातों की भावनाएं –
 - कथन: “मैं उससे गुस्से में हूँ मैंने उसे अपना मग दिया और उसने तोड़ दिया।”
 - अर्थ: “आप गुस्से का इजहार करते हैं, क्योंकि उसने आपका मग तोड़ दिया”।
- सुनी गई भावनाएं –
 - कथन: “मैं आराम नहीं कर सकती। मुझे काफी काम करने हैं। घर का काम, नौकरी, बच्चे और ससुराल। इनमें मुझे मदद देने वाला कोई नहीं”,
 - अर्थ: “आप अपनी झल्लाहट का इजहार करती हैं, क्योंकि आपको सारे काम अकेले ही करने हैं”।



Slide 24:

सवाल

- बताता है कि आप सुन रहे हैं और दिलचस्पी दिखा रहे हैं।
- जानकारी इकट्ठा कर रहे हैं।
- सफाई चाहते हैं।
- बातचीत में अधिक विस्तार को बढ़ावा देते हैं।
- व्यक्ति को बोलते रहने के लिए प्रोत्साहित करते हैं।

सवाल के प्रकार:

- हां/ना सवाल
- खुले अंत वाला सवाल
- आगे का सवाल
- जुड़ा हुआ सवाल



Slide 25:

सवाल

हां/ना सवाल:

- सिर्फ हां/ना का जवाब देकर सवाल करने को उत्प्रेरित करता है।
- “क्या तुमने उसे देखा है?”

खुले अंत का सवाल:

- अवलोकन: “क्या हुआ?”
- अर्थ: “क्या मतलब?”
- प्रभाव: “आप कैसा महसूस कर रहे हैं?”
- लक्ष्य: “आप क्या चाहते हैं?”
- क्रिया: “आप क्या कर लेंगे?”



Slide 26:

The slide features a light green background with a dark green curved header at the top. In the center, there is a faint illustration of a person holding a torch and a globe. The text "गतिविधि - 'अभ्यास सवाल'" is prominently displayed in the center. In the bottom right corner, the CHINTAN logo is visible, which includes a stylized figure holding a torch and a globe, with the text "CHINTAN Environmental Research and Action Group" below it.

गतिविधि - "अभ्यास सवाल"

CHINTAN
Environmental Research and Action Group

Slide 27:

व्याख्या

- अपने शब्द दोबारा कहें। जो इस्तेमाल होते हैं:
 - अर्थ का संक्षिप्त अनुमोदन और चौकसी दिखाने के लिए
 - वक्ता - “*वो हमेशा बोलती रहती है और मैं जो कहता हूँ उसपर ध्यान नहीं देती*”।
 - श्रोता - “*वो आपको नहीं सुनती है*”।
 - दूसरे व्यक्ति को अपने मतलब की बातें या परेशानी दूसरे रूप में समझाने में मदद करें।
 - टिप्पणी: “*जब कोई परेशानी आती है तो वो मुझे छोड़कर हमेशा दूसरों से बात करती है*”।
 - व्याख्या: “*इसका अर्थ है कि आप परेशानी का हल ढूढ़ने के लिए अधिक सीधा संवाद चाहते हैं*”।



Slide 28:

सारांश

- समय-समय पर मुख्य विन्दुओं को रेखांकित करना।
- जब वक्ता अपनी कहानी पूरी कर लेता है तो आमतौर पर उस वक्त इस्तेमाल किया जाता है।
- वक्ता को सुनिश्चित किया जाता है कि श्रोता ने बातचीत या कहानी पूरी तरह सुन ली है।
- **वक्ता की** कहानी + **वक्ता की** भावनाएं – आपके शब्दों में
- “अच्छा, अभी तक आपने मुझसे जो कहा वो ये है....जिसका नतीजा है कि आप सोचते हैं..... क्या मैं आपको सही तरह से समझ पाया हूँ”?

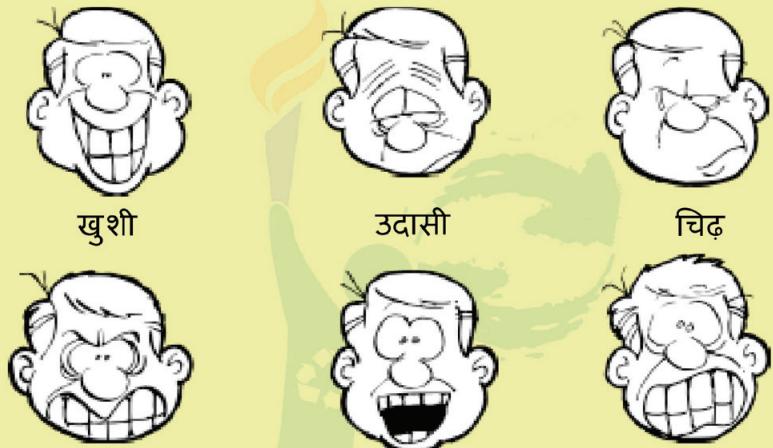


Slide 29:



Slide 30:

भावनाएं



खुशी


उदासी

चिढ़

क्रोध

आश्चर्य

डर



Slide 31:

अंतर-व्यक्तिगत संचार

“I” Message vs. “You” Message



Aggressive (“You”) Message What not to say

•“You idiot! You took my client and cost me money. You owe me big time.”

•“Why are you always late? It’s really annoying.”



Assertive (“I”) Message What to say

•“I’m upset that my client was taken away from me.”

•“I worry about you when you don’t show up.”

मेरा संदेश

(मैं जैसा महसूस करता हूँ)

बनाम

आपका संदेश

(आप कितने चिढ़े हुए हैं)



Slide 32:

“आपके” संदेश



- आप हमेशा देरी से आते हैं।
- आप ऐसा क्यों करते हैं?
- आप मुझे उत्तेजित कर देते हैं।
- आप बच्चों की तरह व्यवहार कर रहे हैं।
- आपको ऐसा नहीं कहना चाहिए था!

Slide 33:

“आपके” संदेशों का असर



- व्यक्ति को रक्षात्मक कर देता है और उन्हें बदवाल का विरोध करने को मजबूर करता है।
- व्यक्ति को निराश कर देता है।
- व्यक्ति को तुच्छ महसूस कराता है।
- क्रोध उत्पन्न करता है।
- विवाद और बहस को प्रोत्साहन देना हल नहीं है।



Slide 34:

“मैं” संदेश

मैं
महसूस
करती
हूँ...

- मैं चाहता हूँ...
- मैं महसूस करता हूँ...
- मैं स्वागत करूंगा अगर...
- मैं सोचता हूँ...
- मैं उम्मीद करता हूँ...
- मैं इच्छा रखता हूँ...
- मैंने सोचा कि आपने कहा...
- मैं बेहद पसंद करूंगा अगर...
- मैंने समझा...

Slide 35:

“मैं” संदेशों का प्रभाव



- ये दूसरे व्यक्ति पर आरोप नहीं लगाता या क्रोधित करता है।
- ये “मैं” पर ध्यान केन्द्रित करता है।
- ये दूसरे व्यक्ति को अपना व्यवहार बदलने की जिम्मेदारी सौंपता है।

Slide 36:

“मैं” संदेशों के उदाहरण

- जब आप अपने डेस्क को पेंसिल से खटखटाते हैं, तो मैं उदास हो जाता हूँ, क्योंकि मेरा ध्यान भटक जाता है और मुझे पढ़ाने में परेशानी होती है।
- जब मैं आपकी मदद करने की कोशिश करता हूँ और आप कुछ नहीं कहते तो मैं व्याकुल हो जाता हूँ, क्योंकि मुझे समझ में नहीं आता कि आप मेरी मदद को किस रूप में ले रहे हैं।
- मैं निश्चित रूप से निराश था जब मैं घर लौटा और रसोईघर को पूरी तरह अस्त-व्यस्त पाया।
- मैं वाकई निराश और तनाव में था जब मैंने पाया कि मुझे अपने काम के साथ-साथ आपका काम भी करना है।

Slide 37:

“मैं” संदेशों के अवयव

- **स्थिति:** “क्या हो रहा है”।
- **व्यवहार:** दूसरे व्यक्ति का विशिष्ट व्यवहार।
- **प्रभाव:** दूसरे व्यक्ति के व्यवहार का आप पर प्रभाव।
नतीजे आपकी भावनाओं को उद्बलित करते हैं।
- आप दूसरे व्यक्ति से किस नए व्यवहार की उम्मीद करते हैं
(वैकल्पिक)



Slide 38:

परिस्थिति



क्या हो रहा है उसकी परिस्थिति?

उदाहरण:

मनोज ने दिवाली पर अपनी पत्नी के लिए नई साड़ी खरीदी। लेकिन जब वो इसे घर लाया तो उसकी पत्नी ने कहा कि उसे साड़ी बिलकुल पसंद नहीं।

Slide 39:

व्यवहार



व्यक्ति के व्यवहार की व्याख्या करें
लेकिन आलोचनात्मक होकर नहीं।

उदाहरण:

जब आप विस्तार से नहीं बताती हैं,
तो साड़ी पसंद क्यों नहीं करती?

Slide 40:

प्रभाव



विशिष्ट तरीके से बताएं कि किस तरह व्यक्ति के व्यवहार का आप पर प्रभाव पड़ता है...

उदाहरण:

मुझे जानकारी नहीं है। मुझे अगली बार बेहतर साड़ी खरीदने की आवश्यकता है।

Slide 41:

प्रभाव



व्यक्ति को बताएं कि आप किस तरह का व्यवहार चाहते हैं, जो “आपकी भावनाओं पर प्रभाव डालता है”।

उदाहरण:

मैं निराश, मददहीन और उदास महसूस कर रहा हूँ।



Slide 42:

वांछित व्यवहार

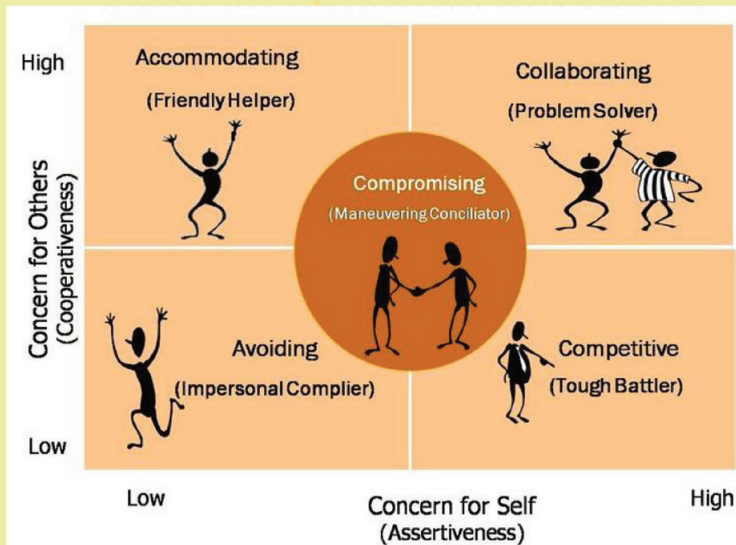


व्यक्ति को बताएं कि आप
उससे क्या चाहते हैं...

उदाहरण: तो मुझे अच्छा
लगेगा, अगर आप मुझे ये
बताएं कि आपको किस तरह
की साड़ी पसंद है।

Slide 43:

विवाद प्रबंधन के तरीके



Slide 44:

प्रतिस्पर्धा/जोर देना



- आक्रामक और असहयोगात्मक
- ताकत के इस्तेमाल पर जोर
- प्रतिस्पर्धा का अर्थ है कि आप जिसे सही समझते हैं उस स्थिति की रक्षा करते हैं, या जीतने की कोशिश करते हैं।
- विरोधी के साथ आपके दीर्घकालीन रिश्ते खराब हो सकते हैं।

Slide 45:

समायोजन/ चौरसाई



- प्रतिस्पर्धा से विपरीत
- उदासीन और सहयोगात्मक
- आत्म-त्याग
- कुछ मामलों में समायोजन से अधिक जरूरी मुद्दों को संरक्षण मिलता है, जबकि कम महत्वपूर्ण मुद्दे गौण हो जाते हैं।
- एक आक्रामक विरोधी का सामना करने में आपके आत्मविश्वास और आपकी प्रतिक्रिया पर असर पड़ता है।



Slide 46:

नजरंदाज करना/पीछे हटना



Avoiding

- उदासीनता और असहयोग।
- विवाद दूर नहीं होता है।
- मुद्दे को स्थगित करना या नजरंदाज करना।
- विवाद हल्का हो तो कम तनाव के तरीके।
- बेहतर तैयारी और कार्यवाही के पहले सूचना प्राप्त करने के लिए वक्त देता है।

Slide 47:

गठबंधन/जीत-जीत



- हठधर्मिता और सहयोग दोनों
 - नजरंदाज करने के बिल्कुल विरुद्ध।
 - दूसरों के साथ सहयोग की कोशिश ताकि उनके मुद्दों को पूरी तरह सुलझाया जा सके।
- मतभेदों का निवारण --> एक-दूसरे के नजरिये से सीखें
→ अंतर-व्यक्तिगत समस्याओं के हल के लिए एक रचनात्मक समाधान खोजें।

Slide 48:

समझौता



- हठधर्मिता और सहयोग दोनों में नमी।
- एक जल्द और मध्यम मार्ग से निवारण।
- जल्द विवाद का हल।
- तनाव का स्तर और विवाद से उत्पन्न दबाव कम करता है।

Slide 49:

विवाद के नतीजे

	"A" जो चाहता है वो पाता है	"A" जो चाहता है वो नहीं पाता
"B" जो चाहता है वो पाता है	जीत-जीत	जीत-हार
"B" जो चाहता है वो नहीं पाता	हार-जीत	हार-हार

Slide 50:

जीत के रूप में नतीजे कैसे मिलें

अध्ययन:

- **विवाद के विषय:** कौन शामिल है?
- **परिस्थिति:** उन्होंने क्या किया? उन्होंने ऐसा कैसे किया?
- **भावनाएं:** "A" कैसा महसूस कर रहा है? "B" कैसा महसूस कर रहा है?
- **बोली गई चाहत:** "A" ने ऐसा क्या कहा जो वो चाहते हैं? "B" ने ऐसा क्या कहा जो वो चाहते हैं?
- **बोली गई जरूरतें:** विवाद हल होने की स्थिति में खुश होने के लिए "A" को किस बात की जरूरत है? "B" को क्या चाहिए?



Slide 51:



Slide 52:





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