

A CURRICULUM GUIDE FOR SOCIAL, CIVIC AND PEACE LEADERSHIP

YESPeace India Smile Programme



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1. Introduction

The Context

Around the world a wide range of stakeholders are working together to create social change and bring to life a world that all of us would want to live in. The Millennium Development Goals (MDGs) were an effort at a global scale to create a framework through which people can come together and work in the same direction. From 2000 to 2015, the MDGs have helped to enable more girls to attend school than ever before, to lift more than a billion people out of extreme poverty, to make inroads against hunger, and protect our planet¹.

Yet, in Latin America and the Caribbean, the ratio of women to men in poor households increased from 108 women for every 100 men in 1997 to 117 women for every 100 men in 2012, despite declining poverty rates for the whole region².

By the end of 2014, conflicts had forced almost 60 million people to abandon their homes—the highest level recorded since the Second World War. If these people were a nation, they would make up the twenty- fourth largest country in the world. Every day, 42,000 people on average are forcibly displaced and compelled to seek protection due to conflicts, almost four times the 2010 number of 11,000. Children accounted for half of the global refugee population under the responsibility of the United Nations High Commissioner for Refugees in 2014. 57 million children of primary school age are not in school. Global emissions of carbon dioxide have increased by over 50 per cent since 1990. Addressing the unabated rise in greenhouse gas emissions and the resulting likely impact of climate change, such as altered ecosystems, weather extremes and risks to society, remains an urgent, critical challenge for the global community. An estimated 5.2 million hectares of forest were lost in 2010, an area about the size of Costa Rica.

Juxtapose this with the fact that official development assistance from developed countries increased by 66 per cent in real terms between 2000 and 2014, reaching \$135.2 billion³.

We are grappling with myriad social issues and it is clear that in spite of the efforts, attention and resources that have been invested in resolving these issues we are yet to make a substantial dent in them. It seems like we are missing a piece of the puzzle.

¹ Ban Ki Moon in The Millennium Development Goals Report 2015 - http://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20Summary%20web_english.pdf

² Page 7- The Millennium Development Goals Report 2015- http://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20Summary%20web_english.pdf

³ All the figures are from The Millennium Development Goals Report 2015- http://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20Summary%20web_english.pdf

The Missing Pea(ie)ce

In 2016, Commutiny- The Youth Collective (CYC), designed and administered the 'Social Change Narrative Survey Questionnaire'⁴ in order to map the kind of interventions or solutions people believed were required to solve major social problems that are facing India. The survey was conducted with 26000 respondents from across 15 states of India. The demographics of the survey sample covered respondents from different social groups- gender, caste, and age. The survey showed that across the five issues of low literacy, religious intolerance, gender discrimination, unemployment and sanitation; mindset change and the psycho-social approach emerged to be a clear frontrunner as a lever of change. This result, it is important to acknowledge, may have emerged because considerable work is already being done in the infrastructural, legal and policy areas. However in order to make them effective, there is a felt need to change society's old narratives.

This is not an isolated finding. Different agencies have conducted their own researches to show that the preventive measures of mind set change and psycho - social approaches are essential for the change that we wish to see. The Plan of Action against Violent Extremism report released by the UN Secretary-General in January 2016, for instance, asserts the need to reinforce preventive measures.

The Need to Work With Young People

With 1 in every 6th person in the world being a young person, the UNESCO Executive Board at its 197th session made a decision on UNESCO's role in promoting education as a tool to prevent violent extremism, highlighting the crucial role that education can and should play to prevent violent extremism through building resilience in the minds of the young (ref: 197 EX/46). This is not easy however as mindsets cannot be hammered into place, they can only be chiseled by the individuals themselves. Support can only help in identifying and reaching the chisels.

With 1.2 billion young people⁵ between the ages of 15-24 years in 2015 and the number slated to go up to 1.3 billion by 2030; there is no hiding the fact that the world's present and the future is in the hearts, heads and hands of the young people. Will young people join perpetrators of injustice or will they act to ensure that conflicts are engaged with creatively? How will they view boundaries and draw them? Will they continue to make choices which lead us towards greater un-sustainability or will they take some hard decisions to change the way we engage with our environment? Reality is that the previous generations have not really set a great example in front of the young people. The world being handed over is in much worse shape than it was received in. If the previous generations did not care then how do we inspire the mainstream young people to take on such an onerous task and pull their own selves out of the day to day needs and wants?

⁴ Keep The Change: How to make sustainable long term progress - Commutiny- The Youth Collective

⁵ Population Facts : May 2015 no. 2015/1 The United Nations Department of Economic and Social Affairs II Population Division

How to Inspire Young People to Take Responsibility for the World

The answer lies in using the 5th Space approach⁶ that brings in designs of psycho social interventions while taking into account the special features of the phase of 'youth-hood'. Over the years research has brought forth numerous theories of youth-hood⁷, which have significant insights for youth workers and educators. The Transitions theory for instance, sees youth hood as a time of transition to adulthood, from dependence to independence. Youth programmes must therefore include development of appropriate skills such as leadership, decision making, problem solving and conflict resolution to facilitate this transition.

Another theory defines youth hood as a phase of cognitive, psychological and physical developments⁸. This is a phase of first impressions and identity formation. It is a time when the young people are exploring and experiencing the larger world and interpreting it. Learning strategies developed to provide greater exposure opportunities for forming impressions and processing these along with the young person is of immense importance in a world where while knowledge is more accessible; experiences have adults as gate keepers.

In order to get the young people involved, the interventions must create spaces for experiencing the real world in a space without preaching. It must offer tools and processes which enables young people to understand how their minds are made up and be able to choose how they would like for them to be made up. It must enable them to cut through the fluff and the stories about their own selves and about the world in order to interpret reality. Only then will they be able to withstand the overwhelming push to 'conform'.

Peer dialogues, group actions, creative methodologies, and a space to experiment and lead are all critical for young people to want to walk in and engage. Facilitators need to hold these spaces such that it is felt to be safe and non-judgmental. In a world that is so polarised, it is important to ensure that the interventions bring together heterogeneous groups of young people to journey together. It is only then that true relationships can be fostered and dangerous singular stories⁹ can be broken, and a new more informed worldview can be created.

The 5th space approach creates designs which take the young people from Me to We or Self to Society journeys. The intervention is designed to take participants on a learning journey to understanding their self in relation to the world around them. The inward journey is undertaken not as a self-absorbed introspection but rather in the light of their relatedness to others and therefore relationships form the bedrock of this experience. The individual is encouraged to grow into the personal roles and from here, the natural extension into responsible global citizenship is emphasised where the focus is on taking informed stances and action in life. No right way is emphasised but skills and processes of arriving at one's own stances are elaborated. Principles of going beyond stereotypes, appreciating diversity and practicing tolerance are internalised through experiential learning processes.

⁶ Ocean In A Drop

⁷ Page 26-31: Ocean In A Drop

⁸ Jeff and Smith 1999

⁹ TED Talk 2009, 'The Danger of A Single Story'. Chimamanda Ngozi Adichie (Link: https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story)

The Need to Focus on Education for Peace, Sustainable Development and Global Citizenship (EPSG)

The Sustainable Development Goals (SDGs) have formally been adopted by the United Nations, setting the world's development agenda for the next 15 years. Target 4.7 of the SDGs is an acknowledgment of the critical importance of Education for Sustainable Development (ESD), Global Citizenship Education (GCED) and other transformational education movements for a sustainable and peaceful future for all: “by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development” .

However, it has been observed that despite numerous endorsements and declarations on integrating education for peace, human rights, sustainable development and global citizenship in education systems in countries around the world, there has been limited progress. UNESCO therefore is focusing on creating curricula which can be adapted at a global scale by different stakeholders working with young people. The Curriculum Guide for Experiential Learning for EPSG is one such effort.

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2. The Curriculum Approach & Guiding Principles

Young people are seen through different lenses¹⁰. The ‘Economistic’ lens¹¹ looks at young people as consumers and human resources that would burgeon the country’s Gross Domestic Product. The ‘Problem- Solver’¹² lens sees young people as people vulnerable to influences like substance abuse and therefore as beneficiaries of multiple programmes. The ‘Youth for Development’¹³ lens approaches young people as a group with a huge amount of energy which can be used to further a cause- developmental, political or any other. The focus here is on what young people can do for them.

This guide however uses the ‘Youth Development’¹⁴ approach where the emphasis is as much on the transformation of the young person as is on the transformation of the world through the young person. This approach involves processes that are youth centered and focus on developing their leadership potential. It places the young person as a partner in addressing development problems while nurturing their potential as change agents. This we believe is imperative for there to be sustainable change with young people becoming lifelong active citizens.

The following are the guiding principles upon which the Curriculum is based:

1. Journey Based instead of Event Based: The Curriculum is designed as a leadership learning journey which takes the participants from what they know to what they don’t know. Delivered in modular form such that each segment is complete within itself and easy to absorb and yet strung together as a progression. Mentoring processes support the holding together of the journey.
2. Self to Society: To ensure that participants are able to take ownership of the larger society, it is essential that they are able to locate themselves in the larger picture and see the self in an interdependent relationship with the world. The curriculum is therefore designed to be a constant interaction of self to society each adding greater understanding and connection with the other and enabling participants to connect personal pain and passion with larger issues facing the world.
3. Builds Critical Thinking: The ability to arrive at answers by developing the skill of asking questions, seeking facts, and interpreting the multiple viewing points is one of the key principles guiding the Curriculum design. It therefore does not focus on giving answers but instead on how to develop the faculties of critical thinking and enable participants to become self-directed learners.

¹⁰ The Ocean In A Drop: Inside-out Youth Leadership by A. Patel, M. Venkateswaran, K. Prakash, and A. Shekhar, Published by : Sage Publications 2013

¹¹ The Ocean In A Drop: Inside-out Youth Leadership by A. Patel, M. Venkateswaran, K. Prakash, and A. Shekhar, Published by : Sage Publications 2013

¹² The Ocean In A Drop: Inside-out Youth Leadership by A. Patel, M. Venkateswaran, K. Prakash, and A. Shekhar, Published by : Sage Publications 2013

¹³ The Ocean In A Drop: Inside-out Youth Leadership by A. Patel, M. Venkateswaran, K. Prakash, and A. Shekhar, Published by : Sage Publications 2013

¹⁴ The Ocean In A Drop: Inside-out Youth Leadership by A. Patel, M. Venkateswaran, K. Prakash, and A. Shekhar, Published by : Sage Publications 2013

4. Informed Self and Issue Based Refl-action: The process of learning is complete only when there is both reflection and action. The curriculum is designed to transfer this key skill to the participants and ensures that there is a combination of both theory and reflection spaces as well as action spaces.
5. Close to the Reality and Culture of Participants: The curriculum needs to be relevant, have real world connection and have contextual examples created keeping in mind the reality and the context of the participants.
6. Learner led and Learner Owned: The learning process is in the hands of the learner and the curriculum is designed to put them in charge.
7. Problem Solving and Application Based Learning: To ensure that the participants learn flexible knowledge, effective problem solving skills, self-directed learning, effective collaboration skills and intrinsic motivation, they will engage with open ended problems to experience solving them. This active, contextual, nonlinear, and transformative learning is imperative in today's dynamic world. This Experiential learning method allows for the learner to play an active role and creates avenues for experimentation.
8. Fun and Interesting: We are dealing with very serious issues when talk about social issues and change in the world. It is however essential that we are able to create social hope and not a sense of cynicism through the journey. Understanding young people and using creative methodologies to ensure that even as we go about this serious business we approach and treat it with a sense of lightness.
9. Creates a Safe and Empowering Space: Self disclosure and creating change requires a conducive and sound environment for the learner. The curriculum should strive to create a space where learners can fully express without a fear of being uncomfortable, unwelcome, or unsafe on account of biological, physical, gender, race, ethnicity, religion or cultural background etc.
10. Facilitates peer learning and cross border interactions: The world is diverse and to maximise learning and achieve our aim it is necessary that the curriculum takes diverse people along in its design and in its execution. The curriculum design must create a space for multiple perspectives and experiencing people from across different identity boundaries like gender, class, religion, cate, ethnicity, and nationalities among others.
11. Forward Dynamic Built In: Design flow creates an internal motivation to move forward, rather than an external push from the facilitator.

3. The Participant Journey Structure

The curriculum will be delivered as a learning and leadership journey. The structure of the journey can be best understood through the metaphor of an hourglass. The hourglass showcases the following key features of this journey:

1. The Flow: it illustrates the flow of the learning voyage for a participant who is likely to go through the whole life cycle from a first timer as a volunteer to becoming a leader from awareness to advocacy with the intervening stages being those of understanding, discontent, inspiration, internalisation, ownership, refl-action, living, leadership and awakening. The journey starts from and awareness of what is currently and what potentially can be, leading to a sense of discontentment with the current reality. While the discontentment is critical for there to be a desire to engage, it must be followed with inspiration such that the participant moves forward with hope and does not withdraw with a sense of desolation and cynicism. The participant internalises this inspiration and is then able to build an aspiration and take ownership for it. As the journey progresses through a process of reflection and action the participant identifies the enablers and disablers in moving forward and creates learning plans and goals. The continuous analysis and improvement then become the next stage which helps them lead effectively and continuously grow while taking other participants through similar journeys.

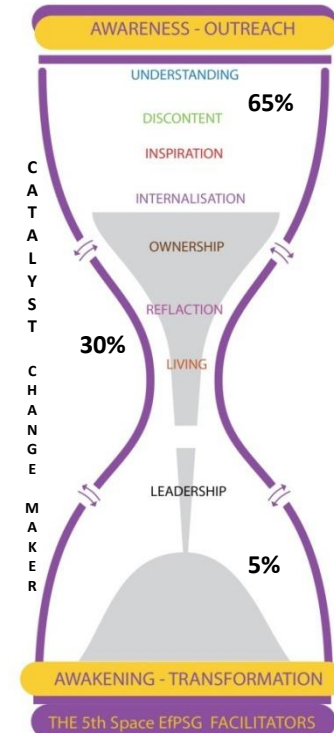
2. The idea of time and space: It indicates that for real transformation to happen at both personal and societal level and indeed at an organisational level for the implementers of the curriculum, there is a need for time and space, an investment to be made by all concerned particularly both the participant and the facilitators.

3. The idea of an open system: The inside out and outside in arrows in the hourglass indicate that participants have the freedom to enter as well as exit the process at any point of time to maintain the voluntary nature of the program and at the same time, allows the participants to really guide their own journey and monitor their progress with consistently enhanced learning and leadership goals.

4. The idea of immersion and amplification: While the top of the hourglass is symbolic of the funnel that invites in large number of participants through outreach and on-boarding strategy, the narrow part of the hourglass indicates that immersion experience is required for deeper engagement that is more



YESPEACE INDIA SMILE PROGRAMME
THE 5TH SPACE EFPSC EDUCATORS
LEARNING AND LEADERSHIP JOURNEY



Shared Credit: This hourglass is a published Prawah design (Drawn in a drop produced by Prawah and Commutiny The Youth collective, SAGE 2013). The design has been customised for UNESCO MGIEP.

intense. The participants emerging from this immersion experience then are more capable of taking leadership and their work is what will then amplify EPSG. This establishes the need for a customised intervention at each stage.

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4. Development Levels of Participants

Based on the competencies developed by the participants at the end of the journey, they have been categorised into 3 developmental levels. The competencies developed may or may not always reflect the quantity and quality of engagement. Each developmental level requires different engagements and customised attention and recognition. While these categories are not water tight, they allow for a more organised approach to engaging participants meaningfully.

LEVEL 1:

Key Competencies:



VOLUNTEER
LEADER

- Awareness of the interconnections and interlinkages in the world of communities and issues
- Taking informed stances on social issues based on awareness of governing values and creating informed shifts in their own lives
- Deeper existing relationship and identify the barriers in building relationships with others

LEVEL 2:

Key Competencies:



CATALYST
CHANGE MAKER

- Ability to lead and inspire groups of people to affect change on identified issues.
- Conflict resolution through empathy, relationship building and 'care'frontation¹⁵.
- Involved in larger campaigns and action projects on issues.

¹⁵ 'care'frontation is used instead of confrontation to indicate that the confrontation is also done with empathy and care. This is used in regular parlance in Pravah's conflict resolution processes.

LEVEL 3:

Key Competencies



GLOBAL
ACTIVIST

- Ability to face adversity, retain social hope and inspire other people toward the same
- Collectivise people and create win-win for self and others
- Innovate and create powerful campaigns, action projects, technology based applications and fora

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Out of all participants that enter the hourglass 65% will be at Level 1: Volunteer Leader, out of which around 30% will follow through and reach Level 2: Catalyst Change Maker. Around 5% of participants who complete the hourglass will be at Level 3: Global Activist.

5. YESPeace Curriculum At A Glance

Tables 5.2, 5.3 and 5.4 show the three learning domains, Emotional and Critical Inquiry of Self and Society, Firing Gandhi Neurons and Moral Courage to Change mapped against individual capacities according to the development levels. They also chart out the topics. The topics have been given as common for each learning domain as the curriculum is made on the assumption that all learners would be going the same curriculum and the delivery would not be divided up based on which level a particular participant is at.

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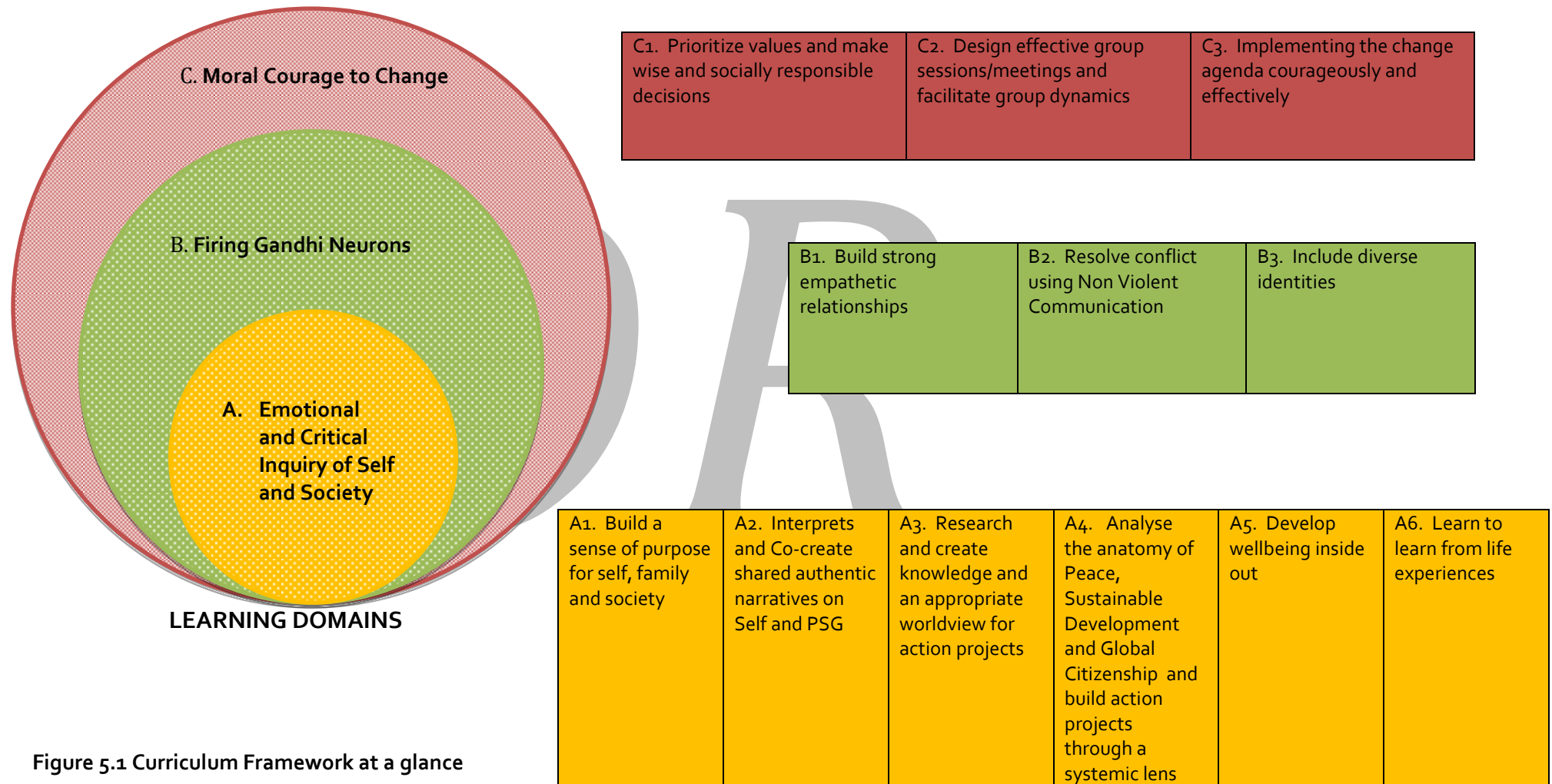


Figure 5.1 Curriculum Framework at a glance



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A. LEARNING DOMAIN: EMOTIONAL AND CRITICAL INQUIRY OF SELF AND SOCIETY¹⁶

OUTCOME: Deep Self Awareness, capacity building, understanding of EPSG issues, analysing and integrating ability for designing change projects

Capacity	Development Levels	Competency	Output	Topics – Delivered Through -Duration
A1. Build a sense of purpose for self, family and society	Global Activist	Articulates life purpose and role-based short term and long term goals, and is flexible about re-assessing them in light of changing realities	An integrated wholesome purpose	- Systems Thinking - Orientation Camp - 2 hrs - Mapping Analysis Diagnosis Synthesis – Social Action Experiment – 1 hr - Envisioning template – Social Action Experiment – 3 hrs
	Catalyst Change Maker	Able to integrate immediate and short term actions and plans in to a common direction	Directed and purposeful activity	
	Volunteer leader	Recognises need for having a purpose beyond immediate personal needs by identifying own pain and passion and connecting it with the larger world	Energy generated for engaging with social issues	
A2. Interprets and Co-create shared authentic narratives on Self and PSG	Global Activist	Co-creates stories of change for equitable distribution of power and privilege	New positive self and social norms for immediate circle	- Breaking Singular Stories (Prejudices and Stereotypes) - Youth Adda – 2 hrs - Symbolic Ability of Human Beings: - Interpreting and creating authentic stories – Foundation Retreat – 2 hrs - Identifying and Changing Patterns in Self – Orientation Camp - 2 hrs
	Catalyst Change Maker	Breaks own stereotypes through re-scripting beliefs about self and society, supports others to do the same	New self-script and re-imagined social narratives	
	Volunteer leader	Recognises how identities are built on social narratives and how dominant singular narratives reinforce power and privilege	Own dominant narratives mapped	
A3. Research and create knowledge and an appropriate worldview for action projects	Global Activist	Synthesises data, designs impact evidence based campaigns and advocacy processes	Presents research data coherently for analysis	- Sustainable Development Goals - Orientation Camp & Youth Adda – 3 hrs - Methods of inquiry and research – Youth Adda – 2 hrs - Project Designing – Social Action
	Catalyst Change Maker	Designs tools and techniques for data gathering and carries out the research	Relevant quantitative and qualitative data points	
	Volunteer leader	Curious about dominant and alternative world views through reading and reflection, and the need to create alternative youth-led PSG knowledge	Map of various world views on PSG issues	
A4. Analyse the anatomy of Peace,	Global Activist	Designs effective interventions based on need analysis of the system located in the global context	Wholesome intervention design rooted in reality	

¹⁶Adapted from Inquiry and Integrated Oriented Education (See Glossary)

Sustainable Development and Global Citizenship and build action projects through a systemic lens	Catalyst Change Maker	Analyses and diagnoses root causes/gaps between stakeholder needs and identifies the key lever of change. Examines structural forms of political, economic and culture factors including the multiple cause-effect interconnections and identify areas of confluence and conflict	Key misalignment /critical intervention point	Experiment - 3 hrs - Anatomy of power, privilege and purity – Foundation Retreat - 2 hrs - Role Beliefs Orientation Camp – 2 hrs - Self, Identity and Identification - Foundation Retreat - 2 hours - Aspiration Building - Internship - Hopes and Fears – Internship & Orientation Camp - Identifying and Changing Patterns in Self - Orientation Camp - 2 hrs - Learner for Life: David Kolb's Learning Style Model – Foundation Retreat – 2 hrs - Mindfulness: Building positive energies and releasing negative thoughts and energies - Orientation Camp - 2 hrs - Managing negative emotions – Internship - Personal Learning Plan - Social Action Experiment - 2 hrs
	Volunteer leader	Investigates issues and maps all the stakeholder needs	Interconnected needs map	
A5. Develop wellbeing inside out	Global Activist	Sustains positive attitude and uses individual and social hope as bedrock for managing adversity	Adversity proof/resilient attitude	
	Catalyst Change Maker	Evaluates experiences through feedback and self-reflection, and facilitates group for the same	Reflection log and regular feedback	
	Volunteer Leader	Recognises deeper contributors for wellbeing (like, habits, value ranking, role conflicts, underlying fears and stresses)	List of well-being markers	
A6. Learn to learn from life experiences	Global Activist	Breaks down goals into achievable steps and anticipates and overcomes obstacles. Remain flexible and self-reflective through times of adversity	Learner for/from life attitude	
	Catalyst Change Maker	Reviews and dedicates time to personal learning plans. Adapts to new situations and explores ways of seeing interlink ages	Emergent learning plan	
	Volunteer Leader	Asks for help when unsure on action	Support group in place	

B. LEARNING DOMAIN: FIRING GANDHI NEURONS

OUTCOME: Empathy, resolve conflicts peacefully, have compassion and take everybody along

Capacity	Development Levels	Competency	Output	Topic – Delivered Through - Duration
B1. Build strong empathetic relationships	Global Activist	Pro-actively creates win-win in most relationships, even “troubled ones” with perseverance, persuasion and rebuilding trust	Effective multi stakeholder collaboration	- Building capacity of empathy through ESCA (Empathy, Searching, Care-fronting and Co-advising) model – Foundation Retreat – 1 hour 30 minutes - Understanding conflict models – Orientation Camp – 2 hours
	Catalyst Change Maker	Pro-actively matching their rhythms to others feelings and thoughts	Supporting relationships that are mutually nurturing	
	Volunteer leader	Relates well with others and build rapport pro-actively	Satisfying work and personal friendships	
B2. Resolve conflict using Non Violent Communication	Global Activist	Takes 100% responsibility and inspires ‘the other’ to do the same for resolving long pending conflicts by practicing empathy and care-frontation	Knotted relationships rise to the next level	5 step care – frontation model – Social Action Experiment – 2 hours - Take 100% responsibility - Youth Adda – 2 hours
	Catalyst Change Maker	Practices nonviolent communication by expressing feelings, needs and requests with empathy and asking powerful questions to receive the same	Neutralizes resistance of ‘the other’	
	Volunteer leader	Listens actively and is aware of own feelings generated in self during a difficult conversation	Conflict not arousing negativity	
B3. Include diverse identities	Global Activist	Campaigns/inspires people to break stereotypes and become socially inclusive	Inclusive and diverse immediate circle	- Cross border friendship – Internship Refl-action camp/ - Re-flection ability – Internship
	Catalyst Change Maker	Creates groups and spaces that are democratic, inclusive and participative - especially for those who are unable to fully participate	Groups normed for inclusion	
	Volunteer leader	Recognises stereotypes on Gender, Religion, Class etc. Accepts and includes others by re-scripting her/his own narrative about ‘Others’	Deep diverse relationships with people of immediate circle	



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C. LEARNING DOMAIN: MORAL COURAGE TO CHANGE

OUTCOME: Managing fears, overcoming challenges, inspiring others, wise value based decision making and implementing change effectively and inclusively

Capacity	Development Levels	Competency	Output	Topic – Delivered Through - Duration
C1. Prioritize values and make wise and socially responsible decisions	Global Activist	Leads people to collectively re-prioritize values for socially responsible decision making	Collective decisions	- Win - win and collaboration - Orientation Camp – 2 hrs 30 minutes - Project Management - how to inspire a group, facilitating groups and handling groups dynamics group facilitation (ARCS) – Social Action Experiment - Managing fears and developing a daring attitude – Orientation Camp – 2 hrs - Value Ranking and decision making – Foundation Retreat – 2hrs
	Catalyst Change Maker	Walks the thin line between seemingly paradoxical values when faced with a dilemma	Decisions that hold the whole	
	Volunteer Leader	Articulates own top values and observes	Values based decision	
C2. Design effective group sessions/meetings and facilitate group dynamics	Global Activist	Creates a powerful experience for others and inspires them to take action on the ground. Co-leads and co-own a group effectively through strategising and democratic decision making	A performing group	
	Catalyst Change Maker	Connects to the group through an engaging design and interactive methodologies, brings up and resolves conflicts positively, and supports the creation of group processes for building trust	A norming group	
	Volunteer leader	Optimizes and synergizes individual strength and minimizes weaknesses in a group	A formed group	
C3. Implementing the change agenda courageously and effectively	Global Activist	Dares to fight the odds when they are stacked against a group and inspires others to manage their fears to overcome tough situations and collaborates with other groups go forward to make positive change	Difficult change projects turned around	
	Catalyst Change Maker	Supports project management and ensures group members play their roles proactively identifying challenges and bringing them to the attention of the group for effective and on time solutioning	Small change project accomplished	
	Volunteer leader	Prepares and participates in group reviews and confidently and proactively puts forth own feelings, views and analysis	Effective reviews	

6. Conclusion

The Curriculum Guide for Experiential Learning of EPSG is an attempt at creating a youth intervention with a psycho social approach. The curriculum will be piloted in India through the YESPeace India SMILE Programme¹⁷ and the feedback from the different stakeholders will be incorporated along the way. The curriculum will then be available along with a Facilitators Manual and Participant Journal for wider use. Please do get in touch with us for updates and inputs.

¹⁷ Please see Annexure 1 for greater details on the YESPeace India SMILE Pilot Journey

ANNEXURE 1- YESPeace India Smile Programme

1. Outreach and Onboarding:

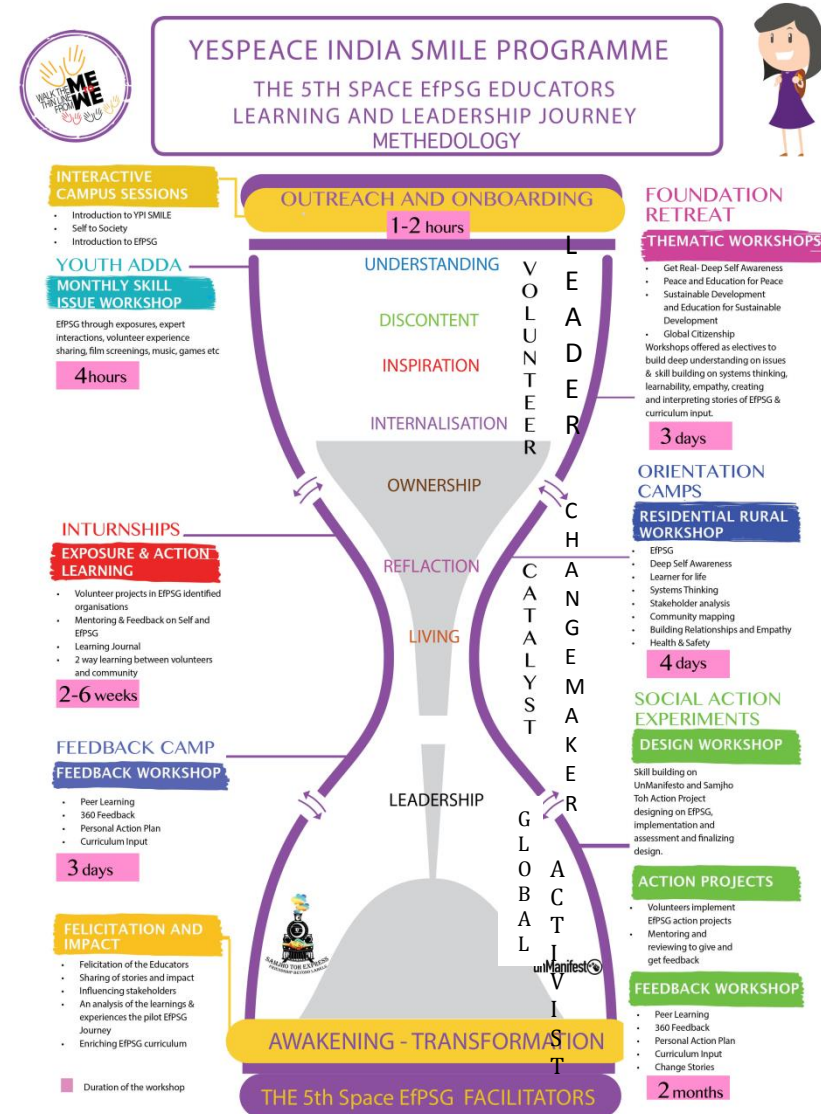
These would be a combination of self- facilitated spaces and facilitator led sessions. The objective of the sessions would be to help participants in identifying the need for them to come on-board the programme, by understanding its vision, what it entails and offers to them in terms of learning and leading opportunities and clarifying the commitment needed from them. There will be sign up forms available for those who would like to come on board the journey immediately or simply explore it a little more deeply before committing. The sessions may also highlight how Peace, Sustainable Development and Global Citizenship impact them and therefore, the need to include them in the area of concern. A calendar of what is to come is shared and they are invited to the next activities to try and experience the journey more deeply. The sessions will establish games, simulation activities, films, group discussions, self- [Grab your reader's attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

assessed inventories, and case studies would be some of the tools used in the sessions.

Each session is between 1- 2 hours. The collected forms are entered into a database and are called on the phone to verify their interest and invite them to the next few activities.

2. Youth Adda:

These monthly skill-issue workshops play a critical role in bringing diverse young people across different locations together to explore an issue and skill. Through this process, the participant starts to share their world view and gets exposed to other world views. The journey of becoming a little uncomfortable as one's own opinions and views are challenged starts off the first bit of learning. To ensure that it does not become too uncomfortable there are always facilitators at hand. These facilitators support the participants in starting to inform their views, by engaging in meaningful dialogue and identifying tools and spaces



Shared Credit: This hourglass is a published Pravah design (Ocean in a drop produced by Pravah and Commutiny The Youth collective, SAGE 2013). The design has been customised for UNESCO MGIEP

through which they can get more knowledge. The YESPeace India Smile programme is clearly one such space that the volunteers are able to sign up to.

The sessions follow the principle of taking the person from what they know to what they don't and 'Refl-action' (Reflection and action). Therefore the design has a space for the young person to identify the relevance of Peace, Sustainable Development and Global Citizenship in their own life, before delving more deeply into any of them. The design also ensures that there is a Real World Connect in terms of an action or a shift that will help the participants to embed the learning into action post the session. The location of the adda venue is sometimes moved to community settings to enable the participant to explore different areas and challenge their own stories about communities and spaces.

Urban exposures, simulation activities, interaction with experts, creative arts (theatre, art, music, films, comics) etc. are used during the adda. Across the year there would be 6-8 youth addas. Many a times, young people bring their friends in to the adda. The facilitators ensure that they are then supported in understanding the YESPeace India Smile programme.

3. Foundation Retreat:

The Thematic workshops will be on Deep Self Awareness, Peace, Sustainable Development and Global Citizenship. These workshops are offered as electives to build issue depth and skills on the 4 themes. They will cover Systems Thinking, Learnability, and Empathy, creating and interpreting stories of EPSG, and identify action points among others. Exposures, role plays, inventories, games, simulation activities, expert sessions, audits, action research, learning journals, and case studies among others will be used during these workshops.

4. In-turn-ship¹⁸

4.1 Orientation Camp:

This residential rural workshop will prepare the participants for the In-turn-ships. To do so they will learn Conflict resolution skills, learner for life, systems thinking, stakeholder analysis, community mapping, need analysis, building relationships, taking diverse people along and empathy, EPSG specific knowledge and health and safety and logistical information among others. The camp will give them the knowledge and the skills to better understand the work of the identified EPSG organisations that they will be placed in and make the most of their placements. The workshop takes place in a rural area to ensure that the volunteers are learning based on some experience rather than just intellectual imagination. Two way feedback as a principle is reiterated

¹⁸ The word 'In-turn-ship' is a twist on the word 'internship', This is to denote 'looking inwards' or 'coming face to face with self' to change one's own self and then change the world outside, signifying 'self to society'.

strongly at this point. Mentoring relationships are also strengthened. The group being diverse also brings an immense richness to the learning process and challenges people to challenge their singular stories. They become the biggest support systems for each other and help each other to build more informed world views and ideas.

These camps precede the In-turn-ships.

4.2 In-turn-ships:

The In-turn-ships will take place with EPSG organisations and movements. During this time the participants will work on identified projects, and build their own understanding of EPSG through action learning. They will deepen the knowledge on the specific elective they are focusing on and learn how the organisation addresses the same at the grassroots level. The mentoring process will continue from the organisation alongside that of the host organisation. This will ensure that the participant can consistently focus on transformation of the self while learning to transform the world. The mentoring also helps to ensure that the person has someone familiar and safe (non-judgmental) to support them in dealing with challenges, celebrate the successes and start to build the social action experiment they would like to engage in once they are back.

6. Refl-action Camp :

The Feedback workshop will bring together the volunteers post the in-turn-ship for peer learning, 360 degree feedback, Personal Action plans and inputs. The participants will reflect and share insights on self, and the issues (EPSG) that they engaged with. They will reflect on the journey that they have been through from the beginning.. By the end of the feedback workshop the young people would have identified personal action plans and signed up for the Social Action Design Workshop.

Stories, chart work, theatre activities, games, group dialogues, photo language, active reviewing processes and reflection sheets will be some of the methodologies.

7. Social Action Experiments

The participants will now put their learning into action by engaging in Social action experiments like the unManifesto (focusing on peace and sustainable development) and Samjho Toh express (focusing on global citizenship). There will be a framework provided for the young people to experiment with and those who want to create their own will be supported to do so. The focus of all of these however will remain EPSG.

a) Design Workshop:

During this workshop the volunteers will fine tune their ideas and design their engagement on EPSG. There will be skill building on instructional design and facilitation, MADS (Mapping, Analysis, Diagnosis and Synthesis), planning and premeditation, assessment, unManifesto and Samjho Toh framework and how to engage with public representatives. Leadership skills like how to set agendas, take people along and doing things the right(s) way will form another component of the workshop. There will be an agreement built on the outcomes of the project, and mentoring processes will be set up. Simulation activities, coursework, worksheets, group conversations, games, PPT, films etc will be used during the workshop

This will be a 3 day workshop.

b) Action Projects:

Both of these projects have been led by Commutiny – The Youth Collective and have been tested on the ground.



The unManifesto Project, advocates for issues that concern young people in the real world by enabling the young people to present their learning , actions and recommendations for policy and programme shifts with public representatives. The YesPeace IndiaSMILE unManifesto Project will focus on the themes of Peace, Sustainable Development and Global Citizenship. The EPSG would work with a community of their choice focusing on one of the EPSG themes. They will work with at least 20 people in an intensive way. They will take their understanding from their experiences in the form of unManifesto promises to public representatives to advocate for them. While the specific issues may be different they will all be under the umbrella of EPSG. Through this the 5thspace EPSG will have a meaningful impact on the communities they engage with. 30 public representatives will be involved in dialogues on the youth unManifesto focusing on the issues of PSG.



The Samjho Toh Express Project will focus on cross border experiences and friendships to break identity based silos and intolerance, thereby addressing Peace and Global citizenship themes. This project will include:

- online campaigning and education through interactive activities, blog posts
- on ground creative methodologies of films, theatre, wall murals to create dialogue and educational experiences
- Friendship Junction events where participants will try to internalize the importance of understanding the 'other'. They will reflect on the stereotypes they have about the 'other'. They will make new cross border friends and these new friends will sign up for the journey to explore each other at a deeper level.
- Friendship Track (Journey) during which they will meet, have more conversations and will take a step in breaking the stereotypes which they had about each other.

- A follow up/ culmination event, where friends from previous events come together & share the experience of their journey through an activity. They will play a game to know the depth of their friendship. After the activity, films will be shown which will help in taking the message of making friends beyond labels to more people. Participants present in the event will take a pledge to break the walls of discrimination and will also be involved with group activities.

There may be some EPSG who may wish to design other experiments. They will be supported in doing so. Through online and onground means, these projects will reach out to at least 60,000 people. Throughout this journey the participants will be mentored and regular exchanges will take place to give and get feedback.

These projects will be done across 1-2 months at least.

c) Feedback Workshop:

The feedback workshop post the implementation of the action projects will focus on peer learning, 360 feedback, personal action plan, curriculum input, and change stories. It will help the young educators identify what they did well and what could have been done better and how. Edward de Bono's 6 thinking hats Framework will be used for this process. The workshop will support the educators to identify and capture what they have learnt and how this has impacted them and supported them to impact others. Further personal action plans will be created and those who wish to engage as co facilitators for the next cohort will be signed up. The group will start to prepare for the final recognition event. The feedback here will help to strengthen the curriculum, special vis a vis the social action experiment design and support stages. Stories, chart work, theatre activities, games, group dialogues, photo language, active reviewing processes and reflection sheets will be some of the methodologies.

This will be a 3 day workshop.

7. Glossary

1. Care-frontation - 'care'frontation is used instead of confrontation to indicate that the confrontation is also done with empathy and care. This is used in regular parlance in Pravah's conflict resolution processes.
2. In-turn-ship - The word 'In-turn-ship' is a twist on the word 'internship', This is to denote 'looking inwards' or 'coming face to face with self' to change one's own self and then change the world outside, signifying 'self to society'.
3. Samjho Toh (*Literal: Please Understand*) – A campaign run by Communitiny – The Youth Collective which emphasizes cross border interactions among young people.
4. **Inquiry and Integration Oriented Education (IIOE):** The goals of IIOE can be categorized into three: Deep Understanding, Inquiry and Integration.

Deep Understanding

Consider a typical examination question: "What are the biological kingdoms?" The expected answer is: "monera, protista, fungi, plantae, animalia." What a learner needs in order to answer the question is mere familiarity with the terminology and correct spelling. He doesn't have to understand the meanings of the words. A university graduate who vaguely remembers the expressions 'laws of motion', 'gravity',

'acceleration', and 'mass' is familiar with the theory of gravity and motion, but may not understand it. Familiarity with terminologies, taxonomies, or facts as unconnected trivia does not count as understanding.

Mechanically applying a set of concepts and procedures to solve textbook problems involves superficial understanding. Given the initial position and velocity of a canon ball, calculating its terminal position needs only a rudimentary understanding of the theory. Likewise, learners can successfully calculate the positions of planets in the solar system without necessarily understanding the distinction between the concepts of rotation and revolution. The vocabulary of Freudian psycho-analysis can be applied to 'analyze' a short story without any understanding of the human mind.

In contrast, applying the concepts and propositions of knowledge to novel and unfamiliar problems calls for conceptual understanding. Solving textbook problems in geometry does not need a conceptual understanding of points, lines, straight lines, and parallel lines. However, proving that a circle is a regular polygon in certain discrete geometries but not in Euclidean geometry does call for a conceptual understanding of the relation between points and lines.

Similarly, teasing apart the different meanings of 'democracy' in terms of voting, selection of representatives, self-government, and 'swaraj', and figuring out the differences in their consequences, calls for conceptual understanding. It calls for noticing similarities and distinctions, perceiving analogies, making connections, and unifying apparently unrelated ideas. These processes lead to a holistic grasp of the concepts, a feel for what they mean and of how they are connected to one another, and a sense of their relative significance in the larger picture.

Deeper than even conceptual understanding is critical understanding, the understanding of the evidence and arguments for and against a given concept or proposition. Critical understanding calls for an exploration of questions like: "Why should we believe that the earth revolves around the sun?" and "Why should we believe that there was a time when humans lived in nomadic bands, or in tribes of hunter gatherers?" Critically evaluating knowledge claims requires deep understanding at this level. Understanding at the deepest level is the result of a process of critical thinking, inquiry, and integration. It involves developing a sense of plausibility and of what is reasonable, a sense of relevance and of proportion, all leading to the ability to gauge or judge the acceptability of a claim within the norms and criteria that experts use.

Inquiry

In traditional Knowledge-Oriented paradigms of education, teachers ask questions whose answers they already know. Their purpose is to find out if the learners know those answers. And when learners ask questions, they assume that the teacher knows the answer. In the absence of a teacher, they consult a documented source of knowledge, such as a textbook or an internet site.

In Inquiry-Oriented Education, teachers ask questions whose answers even the teacher may not know for sure, but would trigger the process of a search for answers. In this paradigm, learners are nudged to arrive at answers through their own observation, thinking, reasoning, and judgment. Inquiry is the investigation of questions whose answers we want to find out. And learning to inquire is learning to find ways of arriving at satisfactory answers to those questions.

Inquiry is 'rational' when it is in accordance with reason. Rational inquiry is committed to accepting the conclusions that logic leads us to, even when they go against our intuitive sense. It is also committed to avoiding logical inconsistencies; asking for rational justification for the claims and conclusions presented before us; and above all, doubting and questioning ourselves, our peers, teachers, and other authorities.

The process of inquiry involves several intricately connected parts. It often starts with an idea triggered by curiosity, or by an intuition or speculation based on experience, and crystallizes into a question during the process. We then have to:

1. identify and formulate the question;
2. think through appropriate ways to look for answers, and implement them;
3. arrive at conclusions, based on the answers;
4. critically evaluate the conclusions, our own as well as other people's; and
5. justify the conclusions such that the inquiry community is convinced.

The journey of inquiry may begin with an example from a given area like mathematics, but would soon move to examples from biology, sociology, or philosophy. We would explore the core ideas, whether classifying, defining, or reasoning, across the boundaries of these subjects and subject groups. Our hope is that such a 'lingua franca' of academic knowledge would help teachers and learners develop an appreciation of inquiry from a trans-disciplinary perspective.

Integration

Ours is an age of specialization, in society and culture, and in education and research. Such specialization unfortunately results in fragmented knowledge, and prevents ideas from crosspollinating. Thus, the walls between 'science' and 'social science' prevent an integrated perspective on consciousness in humans, chimpanzees, and fruitflies; and on social patterns in humans, ants, and bacteria. It also prevents the emergence of trans-disciplinary theories, such as a theory of evolution that unifies physical, biological, and cultural evolution. Educational programs continue to reproduce our fragmentation among our students, by packaging information and skills in baskets like 'physics', 'chemistry', 'biology', 'sociology', and 'history'.

Countering such fragmentation needs a trans-disciplinary perspective of knowledge and inquiry. Trans-disciplinarity goes beyond both inter-disciplinarity and multi-disciplinarity. 'Interdisciplinary' refers to the intersection between two disciplines, such as bio-chemistry

(biology and chemistry), socio-biology (sociology and biology), and mathematical linguistics (mathematics and linguistics). ‘Multi-disciplinary’ refers to the investigation of a question from the vantage points of multiple disciplines, as in the case of protein folding that draws on math, chemistry, computer science, and biology; or the problem of consciousness that draws on math, philosophy, neuroscience, and psychology.

‘Trans-disciplinary’ refers to a level of knowledge and inquiry at which concepts and abilities are not restricted to any particular discipline or discipline group; at this level, disciplinary boundaries cease to exist. For instance, we have the discipline-specific concepts of atomic structure (physics), molecular structure (chemistry), protein structure (molecular biology), skeletal structure (organismic biology), sentence structure (linguistics), organizational structure (management studies), social structure (sociology), and the structure of a sonnet (literary studies). But the concept of structure itself is a trans-disciplinary one. The concepts of transformation and symmetry in mathematics, homology in biology, variations of a melody in music, and metaphor in poetry are underlying the same at a trans-disciplinary level. Other such trans-disciplinary concepts include system, function, category, change, correlation and causation, and so on.

Turning to abilities, the ability to solve calculus problems is a discipline-specific ability. So is the ability to design randomized control trials to evaluate social programs. But the ability to solve problems, to engage in experiment design or in statistical thinking, and to construct and evaluate theories, are trans-disciplinary abilities.

The idea of this trans-disciplinarity of concepts and of abilities is not automatically accessible to learners. If we want our students to make connections across ideas, to move freely across disciplinary boundaries, if we want them to be creative and innovative by drawing upon diverse domains of knowledge, then it is crucial that we have a trans-disciplinary approach in curricula

5. **Firing Gandhi Neurons:** Gandhi neurons, otherwise called ‘mirror neurons’¹⁹ are the biological foundations for empathy and compassion (<http://wagingnonviolence.org/2010/02/ramachandranexplains-gandhi-neurons/>). They are spread in different parts of the brain, outside the limbic system (<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3510904/>). The focus of this component is on self-transformation. It brings to LIBRE the socioemotional aspects of education, and is important for the prevention of violence as one of the strands of Education for Liberation. While this socio-emotional component is not oriented towards inquiry, it would crucially use inquiry as a basis for learning.
6. **Moral Courage to Change:** Courage is the overcoming of fear, whose biological correlate is in the amygdala. This component, then, is closely linked to the socio-emotional component, and also calls for self-transformation. Unlike the socio-emotional component, however,

¹⁹The socio-emotional component would explore ways to Fire the Gandhi Neurons, or empathy in our heart and mind. The term has been borrowed from the Ted talk by neuroscientist *Vilayanur Ramachandran talking about the mirror neurons in the brain*. https://www.ted.com/talks/vs_ramachandran_the_neurons_that_shaped_civilization/transcript?language=en

the moral courage²⁰ component is crucially connected to one's commitment to one's value system. Moral courage is the foundation for action. But this component needs to combine moral courage with a pragmatic component that can choose effective and efficient courses of action that are geared towards a non-violent world as part of the well-being of the human species.

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²⁰Moral Courage to change- builds upon the Moral Courage project founded by Ms. Irshad Manji, <http://moralcourage.com/>

S. NO.	MODULE	DESCRIPTION	TOPICS	DURATION (approximately)	
1	ON BOARDING AND OUTREACH	Initial session to get students on board the YPI programme	Breaking singular stories (prejudices and stereotypes)	2 hours	39
2	YOUTH ADDA	Skill - issue workshops exploring the themes of PSG			
2.1	Breaking stereotypes - the missing peace	Looking inwards at deeply held stereotypes	Breaking singular stories (prejudices and stereotypes)	3 hours	50
2.2	Access to development (exposure)	Exploring access to development through power and privilege	- Community Organization - Methods of enquiry and research	3 hours	6
2.3	Change agent	Exploring personal pain and passion and my will to bring change	- Taking 100% responsibility for resolution - Planning, participation and evaluation for change	3 hours	77
2.4	Sustainable development goals - an introduction	Connection & relevance of sustainable development goals to young people	- Sustainable Development Goals - PSG Policies across the world: processes, specific targets and goals	3 hours	88
2.5	Out of sight, out of mind – Health and Stigma	Questioning silence around mental health by building empathy	- Mindfulness: Building positive energies and releasing negative thoughts and energies - Curious Empathy	3 hours	98
2.6	Gender Bender	Exploring gender through the lens of achieving goal number 5 of SDG's	Sustainable Development Goals	3 hours	232
3	FOUNDATION RETREAT	Introduction to PSG and deep self-awareness	- Anatomy of Power, Privilege and Purity - Anatomy of PSG - Symbolic Ability - Learner for Life: David Kolb's Learning Style Inventory - Self, Identity and Identification - Systems Thinking - Value Ranking & Decision Making - Building capacity for building agreement through ESCA	2 hours 3 hours 1 hour 30 minutes 1 hour 4 hours 2 hour 30 minutes 2 hours 2 hours 2 hours 2 hours	116

4	INTERNSHIP	Processes for grassroots and movement based exposure	- Aspiration building - Building Cross-border friendships - Re-flactionability²¹	47 DAYS	206
4.1	Internship pre - process	Set up processes for internship to prepare the participant	Hopes and fears	10 DAYS	207
4.2	Orientation camp	In-depth exploration of PSG through exposure and activities	- Win Win and collaboration - Understanding conflict models - Role beliefs - Mindfulness: Building positive energies and releasing negative thoughts and energies - Identifying and changing patterns in self - Managing fears and developing a daring attitude	2 hours 2 hours 1 hour 30 minutes 1 hour 2 hours 1 hour	210
4.3	Mentoring	Guidelines and tools to support the participant during exposure	Managing negative emotions	30 DAYS	299
4.4	Refl-action camp	Consolidation of learning post the internship	Cross border friendship	2 DAYS	346
5	SOCIAL ACTION EXPERIMENTS	Input workshop on designing/implementing action projects and design for projects to be run on ground	- Creating democratic processes for social action and engagement. - Advocacy through different media - Project Designing - Project Management - Personal learning plan 5 step care-frontation model - Inspiring a group and handling group	60 DAYS (WORKSHOP + ON GROUND IMPLEMENTATION OF ACTION PROJECT)	353

²¹Re-flactionability - Made of two words - reflection and action, it refers to a reflexive process which includes both at the same time or simultaneously

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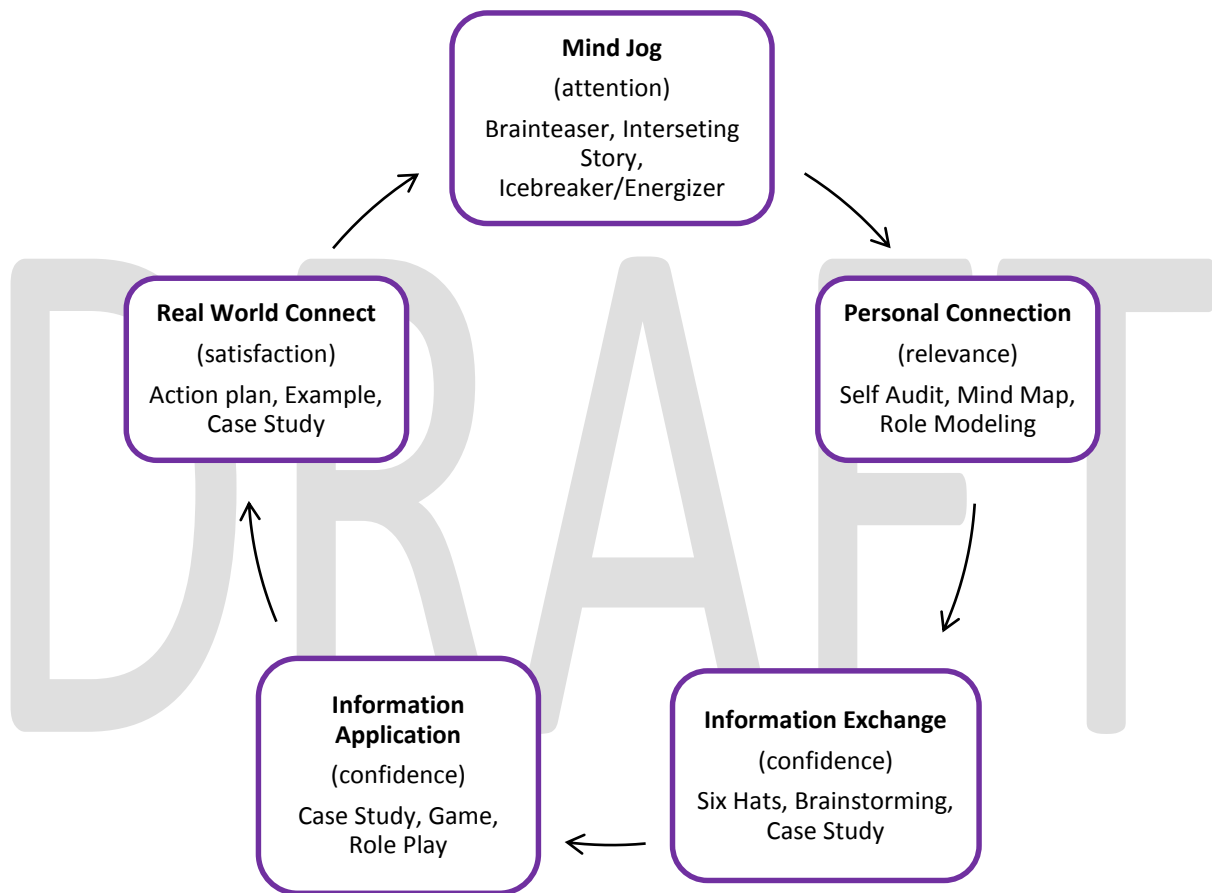
- THE WALKER CYCLE

We have used Donna E. Walker's 'Learning Cycle' to design each of the sessions. This 5 stage session flow ensures that learning effectiveness is maximized by understanding that learners have different kinds of learning abilities. The Walker's Cycle used for designing the sessions of this curriculum is depicted below/ Next page:

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SESSION LEARNING WHEEL

Adapted from Donna E. Walker's Learning Cycle



MIND JOG: The idea in this is to gain attention of the participants and make them comfortable with each other. It also helps to start the session on a positive note and arouse curiosity about the issue the session relates to. Mind Jogs are typically short and crisp, and lead into the topic.

PERSONAL CONNECTION: This step helps to bring out the 'what's in it for me' connection and prepares the participants for absorbing new knowledge. The exercises used at this stage try to make the session relevant to the learner's real world 'as is'.

INFORMATION EXCHANGE: The focus of this stage is to build new knowledge, facilitate exchange of information between and among the participants and deduce some key concepts through discussion and presentation to supplement participants' information. In this stage, the facilitators allow the participants to

come up with concepts instead of downloading it for them and allow extensive peer discussion and learning. The facilitators here need to concentrate on refining and building on participants' inputs.

INFORMATION APPLICATION: The purpose of this stage is to build confidence in the participants about new knowledge, support them to apply key concepts learnt to realistic scenarios (thereby reconfirming the learnings of the previous stages), and to facilitate a multi-perspective view. This stage also seeks to add fresh insights into the concepts and apply the skills to real life situations without taking real risks. For this curriculum, we have tried to ensure that the activities are drawn from the participants' background and experiences and enough complexity has been built into it in order to get a variety of responses.

REAL WORLD CONNECTION: The activities in this stage seek to elicit personal learnings and satisfy the participants that new knowledge will lead to a better performance. The design of this stage enables participants to connect personal learnings to learnings from the sessions, as the facilitator helps them set up clear performance oriented goals, which are also specific, measurable and realistic. This way both the facilitators and the participants get a chance to informally assess how effective the participants' learnings have been.

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MODULE 1: OUTREACH AND ON-BOARDING

PURPOSE:

This session is the first session in the entire journey and the first touch point between prospective participants and facilitators. The participants may not have any/minimal knowledge of EPSG, and may in fact not be completely interested in engaging with social issues and action of any kind. The session therefore builds a connection between the young person and why they should engage with the issues of EPSG, and helps them build a commitment towards coming on board the journey. The session also outlines the entire journey and helps participants identify the key takeaways that they will gain from it.

OBJECTIVES:

By the end of the session the participants will be able to:

- Identify that a story they believe in can be changed by keeping multiple perspectives into consideration.
- Articulate the different development lenses which exist to look at social issues around them.
- Articulate the importance of Sustainable Development Goal number 5 (Gender Equality) and role which they can play to ensure success of the goal for everyone to ensure Peace.

KEY TAKEAWAYS:

- Multiple stories/perspectives exist in my environment and it depends on me which one I choose to believe in.
- Relevance and importance of Psycho-Social intervention and the lack of interventions focussing on mind set shift/change.
- Avenues for engaging with YESPeace India SMILE Programme to take action in my immediate environment.

SESSION 1 | TIME: 90 Minutes

This session can be run with an audience size of 100-150 people.

SUMMARY SESSION PLAN:

STAGE	KEY IDEAS	METHODOLOGY	RESOURCE MATERIAL	TIME
MIND JOG	There are multiple stories (perspectives in our surroundings) but we choose which one to believe.	Bulb Activity	5 Bulbs Newspaper Tape Broom	15 min
PERSONAL CONNECT	Identifying personal story about Gender (or another issue) that I believe in.	Writing story	Pen Paper	15 min
INFORMATION EXCHANGE	Establishing the need for mind-set change for changing the narrative and action on social issues. Introduction of the YESPeace INDIA SMILE Programme and the organizations	Survey	Survey Sheets (English and Hindi) Survey Results Projector	20 min
INFORMATION APPLICATION	Personal capacity to change a story and thus build a story of inclusion	Interactive Simulation Activity		20 min
REAL WORLD CONNECT	Signing up for further journey	Movie + Activity	Candle Matchstick	10 + 10 min

HOW TO RUN THE SESSION:

MIND JOG (15 minutes):

Hold a bulb such that your fingers are on the metal holder and the glass side of the bulb is facing towards the ground. Your arm with the bulb should be level with your shoulder.

Ask:

What will happen if you drop the bulb to the floor from a height?

Do:

Collect the opinions using 'popcorn'²² method. Build excitement by reiterating and asking people if they are really sure of the result.

Ask:

How many people feel the bulb will break? Put up your hands.

How many people feel the bulb will not break? Put up your hands.

Do:

Now hold the bulb such that the glass side of the bulb is in your hand and the holder side is facing the ground straight. Gently let the bulb go in this position. Make sure you don't tilt the bulb or throw it. The bulb will hit the ground holder side first and will thereby not break.

Facilitator's Tip:

- ✿ *Make sure that you are standing on an even surface. (Gravelled roads and other uneven surfaces can break the bulb in spite of the holder hitting first).*

Ask:

What Happened?

Say:

Point out that we often look at only part of a whole to decide the fate of the whole (for example, we only look at the glass part and decide that the bulb will break).

Ask:

How did you form your opinion on whether the bulb will break or not?

Collect some responses from the audience.

Possible Responses:

"If you drop a bulb on the ground, it has to break, that is what I have seen always."

"I never thought that it depends on how you throw the bulb and it doesn't have to break all the time."

"You wanted to prove your point and therefore you threw it with the metal facing downwards, I think this is cheating."

Say:

Multiple stories exist in the environment around us and we can choose to believe in a particular story that we wish to believe in. You might have always seen/heard that a bulb will break/breaks when thrown on the ground but there might be multiple ways to look at this, we have seen an example of this right now. This is applicable in our daily lives also; let's explore this concept a bit further.

PERSONAL CONNECT (15 minutes):

²² Popcorn Method refers to a method of facilitation where whoever wants to speak can begin, without any pre-decided order. It might or might not involve the entire group sharing their ideas.

Ask:

Write down one story where you have been discriminated due to the Gender that you identify with and one where you have discriminated against someone based on their Gender (for example: "I have been told to not travel outside home after dark and I have asked other people not to do the same due to reasons such as safety etc.")

Facilitator's Tip:

- ✿ *You can choose to ask participants to share a story of discrimination about a community based on region, religion, class etc. depending on the audience.*
- ✿ *If the participants find it difficult to think of such stories or are hesitant, the facilitator or co-facilitator should take lead and share a relevant personal example.*

Say:

Please keep the piece of paper aside as we will come back to it later in the session.

INFORMATION EXCHANGE (20 minutes):

Say:

So all of us here want to understand what needs to be done to change the world! We have a survey that we would like for you to fill out so we can figure out what needs to be done.

Do:

Have someone hand out the survey questionnaire to the group to take one and pass along.

Get one person to volunteer and read out the following instructions (written on top of the questionnaire):

"We will look at a survey which lists down five issues/problems which we see around us. This exercise contains a series of five statements. Besides each are four responses. For each statement, **you have to rank the alternatives, giving 1 to the alternative you think will work best and 4 to the alternative you think will work the least.** [1 means highly preferable and 4 means least preferred]"

Say:

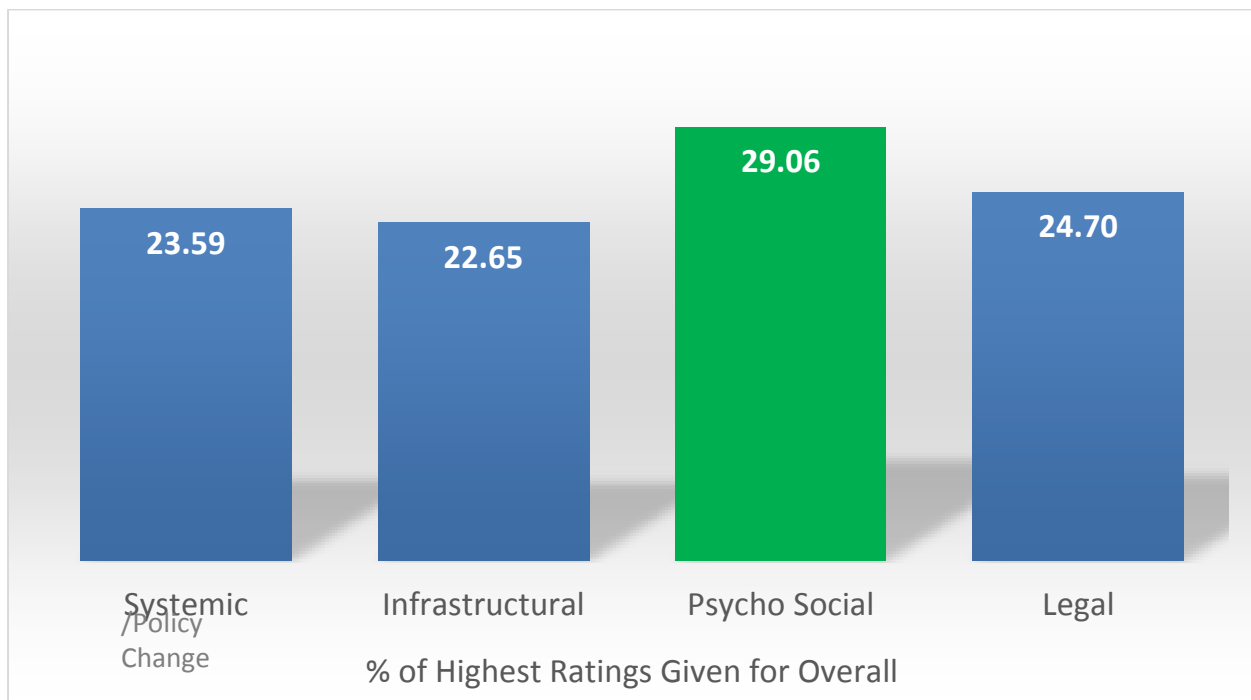
You have to rank the alternatives, giving 1 to the alternative you think will work best and 4 to the alternative you think will work the least, 1 means highly preferable and 4 means least preferred.

Find the Survey attached in **Annexure 1.1.**

Give the participants 10 minutes to fill out the survey. The survey forms don't have to be collected back.

Say:

Thank you for filling the survey! We really value what you have shared. This has been part of our ongoing effort to understand what people think. There are various ways in which interventions to solve/tackle issues are designed. In this survey, we are only looking at 4 such lenses which are: Systemic/Policy Change, Infrastructural, Psycho-Social and legal. Till the March 2016, we have analyzed data from 26,000 people across India who have filled this survey. The results reveal that focusing on psycho social intervention/mindset change needs to be focused on the most



Percentage of Highest Ratings Given For All Statements			
Systemic/Policy Change	Infrastructural	Psycho Social	Legal
23.59	22.65	29.06	24.70

However, what we see around us is that huge proportion of investment is on the other three lenses (Systemic/Policy Change, Infrastructural and Legal) and least in Psycho – Social.

YESPeace INDIA SMILEprogramme is an initiative to bridge this gap and address this need by UNESCO MGIEP, Commutiny-The Youth Collective and Pravah. The programme takes young people on a journey from “Self to Society” which enables young people to develop self-awareness which will in-turn develop an understanding of the society around them.

Show the slide given below in the background:

YESPeace INDIA SMILE Programme

UNESCO MGIEP was formally declared open in 2012 by the Government of India and UNESCO with the mission to build capacities of Member States and strengthen policy to foster transformative education for peace, sustainability, and global citizenship in formal and non-formal teaching and learning. It is an integral part of UNESCO, and the organization's specialist institute on education for peace and sustainable development to foster global citizenship;

As a network of networks, Youth for Education, Sustainability and Peace Network (YESPeace Network) works with youth organizations, civil society, networks and young people to mobilize youth action to transform education and ultimately achieve the Sustainable Development Goals. The national programmes are focused on creating contextual and locally relevant transformative curriculum, pedagogies and methodologies to empower youth on Education for Peace, Sustainable Development and Global Citizenship (EPSG). It aims at creating a critical mass of young people who envisages and creates a more peaceful and sustainable society and be active crusaders of achieving the SDGs;

Based in New Delhi, India **Pravah** was formed in 1993 with a mission to work on 'prevention' of social conflicts by developing social responsibility and personal leadership among young people. Pravah believes that social change is effected through deep mindset change of individuals. Every year, Pravah clocks approximately 20,000 hours of youth volunteerism in 40 organizations across India. Since 1997, Pravah's campaigns have reached more than 150 schools and enlisted the participation of 150,000 young people;

Community – The Youth Collective, a new trust was incubated by Pravah and Sri Ratan Tata Trust in 2008 as a collective of like-minded professionals and organizations to engage in media advocacy and policy in the area of youth development. The main idea was to strengthen the ecosystem of youth active citizenship in the country and to give visibility to youth work through media creation and dissemination.

With a clear alignment of vision between all parties, the YESPeace India SMILE Programme is envisaged to be a space for young people from across the country to undergo a *self to society* journey with a special focus on empowering them to become YESPeace educators for Peace, Sustainable Development and Global Citizenship.

Ask:

Re-look at your own responses and see if focusing on one lens will lead to the solution or if focusing on all will lead to the desired change.

Collect some responses.

Possible responses:

"Change will not come if we only work on mindset change, we need strict laws also to have consequences for people."

"If there is no infrastructure, how will people go to school?"

"The GDP of the country needs to increase; we are still a developing country."

Say:

The society is made up of individuals and to bring about large scale change, we need to take everyone along and that can be enabled only when we seek to create a balance between the ways of looking at issues. For example, focusing only on creating infrastructure without working with people to enable them to understand the benefits of education will lead to nobody coming into schools! Thus, a balance is required for wholesome development.

INFORMATION APPLICATION (20 minutes):

Facilitator's Tip:

- ✿ Depending on setting of the room you can choose to call 15-20 volunteers to the front of the room and do the next activity with them or ask them to do it in pairs from where they are seated.

Run the activity 'Mud and Sculptor' with the participants. Begin by giving the following instructions:

Say:

Please find one person next to you and make a pair.

We are going to play a game called 'Mud and Sculptor'.

Each pair will have to create a sculpture with one person posing to be mud, while the other playing the sculptor.

Just as the sculptor shapes the mud in any which way to make a sculpture, the sculptor in the pair will use her/his imagination and sculpt any figure with their 'mud'partners.

Emphasize that the mud has no control over itself, and can neither hear, speak nor respond in any way. It has no will of its own.

Nobody should talk while the game is on.

Please choose among yourselves who will be mud and who will be the sculptor.

You have **1 minute** to shape your sculpture.

Do:

After the first round ask the sculptors to explain their statue.

Depending on the amount of time that you have choose to take 2-3 or 5-6 responses.

Say:

Thank you everyone for playing the game!

We will play another round now. Everybody in the group will get a chance to play both the 'mud'and the 'sculptor'. In this round the roles will be reversed, people who were the sculptor in the last round are now mud and vice versa. In this round also you have **1 minute** to shape your sculpture.

Begin the game.

Do:

Stop the participants when the time is over.

Take responses from a few pairs. Ask them to explain what they have created as their sculpture. Thank them for playing this round.

Say:

We will play one final round. In this round you are the mud as well as the sculpture, you have to shape yourselves! You have **1 minute** for this round.

Do:

Stop the participants once the time is over.

Ask:

4-5 people to explain what they have created of themselves.

Thank you and a big round of applause for everyone for playing the game!

Ask:

How did it feel when you were the mud?

How did you feel when you were the sculptor?

How did you feel when you were both, mud and the sculptor?

Possible Responses:

"As the mud I felt like I was not in control and the sculptor could change or shift me in whichever way. I felt helpless."

"When I was the sculptor I was confused and I was constantly thinking whether I might hurt him/her or whether my partner would like what I was doing."

"As both the mud and the sculptor I felt like I was in control and there was a sense of freedom."

Say:

Only when we were playing both mud and the sculptor, we took 100% responsibility to make the sculpture in the way that we desired (against only as mud, where we took less than much less or no responsibility and as sculptor, where we took more than 100% responsibility).

Discuss the idea of inclusion – I can use the same power to discriminate against people or I could use it in a way that people do not feel discriminated against. In our daily lives we choose whether we want to be the mud or the sculptor. Being both the mud and the sculptor helps immensely as we get to decide how we want to change or alter things. *Connect the discussion back to Gender story – when I have discriminated or when I have been discriminated against someone. 'I' was the person creating both the stories, and it is only when I take 100% responsibility to change something do things move.*

REAL WORLD CONNECT (20 minutes):

Ask:

Why do you think gender equality is important?

Does it affect everyone in world?

What are some interventions taking place globally to ensure gender equity?

Collect some responses.

Say:

Gender inequality is an issue which affects all of us, like we saw in the activity before, we can be on both sides of the issue! As a young person, do I want to be a part of the problem or do I want to play a role in coming up with a solution? There have been efforts globally to bring people together to find solutions, one such partnership is the partnership for the Sustainable Development Goal which are 17 in number and Goal number 5 advocates for Gender Equality. There are 169 indicators to determine the progress for all the 17 goals and we invite you to join in this journey.

Let us do one more activity before we open up an interesting opportunity for all of you.

Do:

Light a candle at a distance of about 10 feet distance from the where the students are sitting.

Ensure that fans or any other source of moving air/ wind are off.

Say:

You have to blow out this candle as a team.

Do not give any other instruction even if asked.

Possible Audience Responses:

Participants might keep sitting for a long time or will try to find innovative solutions to blow the candle from a distance until one of the participant or all of them physically move and blow out the candle.

Say:

To bring any kind of change the process begins with taking the first step/initiative. YESPeace India SMILE programme, could be your first step to bringing about any kind of change in the society and your own self.

ANNEXURE 1.1

MAPPING THE CURRENT NARRATIVE ON SOCIAL ISSUE SURVEY FORM²³

Instructions

This exercise contains a series of five statements²⁴. Besides each are four responses. For each statements, **you have to rank the alternatives, giving 1 to the alternative that you think will work the best and 4 to the alternative you think will work the least.**[1 means highly preferable and 4 means least preferred]

Example Statement: According to a Forbes survey, the list of world's top 100 billionaires includes 10 Indians. Also India's top 100 richest people are all billionaires. But inequality in India has doubled in the last 20 years. The top 10% of wage earners now make 12 times more than the bottom 10%, up from a ratio of six times in the 1990s. Yet India only devotes 19% of its money & time for charitable causes. How can philanthropy in India be increased?

Responses

- Make the CSR bill mandatory & ensure penalties are imposed on defaulters
- Create a sense of ownership of common spaces in the minds of the rich & elite.
- Create more interface between corporates & NGOs
- Dismantle the processes that foster stashing of black money in India & abroad

You may assign rank to the alternative indicating your response as follows:

If according to you second alternative i.e. (b) is the best solution to the problem, rank it **1**. Then you can give the ranks (2,3,4) to rest of the alternative based on your preference. In this case, your entry on the Answer sheet will look like the one shown on the right.

2
1
3
4

If according to you second alternative i.e. (c) is the best solution to the problem, rank it **1**. Then you can give the ranks(2,3,4) to rest of the alternative based on your preference. In this case, your entry on the Answer sheet will look like the one shown on the right.

4
2
1
3

Exercise:

1.	In India 600 million people defecate in open. The new government plans to spend 1.26 Lac Cr on building more new toilets under the Swachh Bharat Abhiyan. Previously under Nirmal Bharat Abhiyan 8 cr was spent on building toilets of which 80 % are unused. In the model village of this program where 100% houses with toilets only 1 is actually in use. How will this country make 100% of its citizens to stop defecating in open?	a)	
		b)	
		c)	
		d)	
	a) Cleanliness policy for every Gram Sabha/ District ward		
	b) Make new toilets, one toilet per household		
	c) Make people see the need to/want to use toilets		
	d) Have a law, fine people defecating outside		

²³The survey is developed by Commutiny- The Youth Collective and sample data for the survey was collected through organizations working with youth all across India.

²⁴All the data, mentioned in the questions, are from authentic sources. Following are the links:

- (<http://timesofindia.indiatimes.com/india/93-women-are-being-raped-in-India-every-day-NCRB-data-show/articleshow/37566815.cms>)

- <http://timesofindia.indiatimes.com/india/Indias-income-inequality-has-doubled-in-20-years/articleshow/11012855.cms>

- <http://www.theguardian.com/news/datablog/2010/sep/08/charitable-giving-country#data>

- http://en.wikipedia.org/wiki/List_of_countries_by_literacy_rate

- ILO & NASSCOM

2.	After the December 16 th Delhi gang rape case there were massive protests and the creation of new and stricter laws. Yet, according to National Crime Records bureau (NCRB), the number of rapes has increased from 585 in 2012 to 1441 in 2013. India ranks 3 rd in world in number of rape cases. How can violence against women be reduced in India?	a)
		b)
		c)
		d)
3.	Only 25% of 7 lakh engineers & 15% of 20 lakh graduates are employable but on the other hand 48% of Indian employers struggle to fill jobs. How do we solve this problem?	a)
		b)
		c)
		d)
4.	Over the last 8 months there has been an increase in incidence of communal violence as compared to the previous years. For instance Muzzafarnagar riots (Hindu & Muslim), Hyderabad (Sikh & Muslim), Kokrajhar, Vadodara and now in Delhi. How can we find a true solution to this problem?	a)
		b)
		c)
		d)
5.	Every 3 rd child in India is illiterate. India's literacy rate is 74% as compared to world which is 84%. How do we become a fully literate nation?	a)
		b)
		c)
		d)

MODULE 2: YOUTH ADDA

2.1 Breaking Stereotypes - The Missing Peace

PURPOSE:

This session builds an understanding of stereotypes and makes the participants identify their own stereotypes. Through group discussions, participants determine how stereotypes are formed and what the impact of these stereotypes is on society. The focus of the session is on challenging these stereotypes and their validity, myths and opinions through critical thinking. Enabling participants to come up with individual actions to break these stereotypes and work towards building an inclusive society.

OBJECTIVES:

By the end of the session, the participants will be able to:

- Define 'stereotype' and identify their personal stereotypes
- Explain the link of stereotypes with prejudice and discrimination
- List three actions to break individual stereotypes based on singular stories to realize Sustainable Development Goal No. 16 – Peace, Justice and Strong Institutions

KEY TAKEAWAYS:

- Stereotype is a standardized conception or an image of a specific group of people.
- Stereotypes are closely linked to the concept of identities such as religion, region, country, age, sex, sexuality and so on.
- Stereotypes are formed when we generalize and make over-generalization based on our limited knowledge. This 'boxes' all people in a single homogenous category based on our singular stories which influences are attitude and behavior which therefore leads to discrimination.

This session can be run with an audience size of 50-100 people.

SUMMARY SESSION PLAN:

Stage	Key Ideas	Methodology	Resource Material	Time
Mind Jog	Identifying social markers for recognition of identity	BINGO Game	BINGO Sheets Pens	20 min
Personal Connect	Identity stories about communities generally believed in but are only part true	Reflection	Pens Sheet	10 min
Information Exchange	Stereotypes and stories are made for convenience but may influence many communities, impacting social conflicts based on religion, gender etc.	Role Play (Labels game)	Cue Cards with situations Pens Sheet	30 min
Information Application	Breaking and challenging my stereotypes by seeing all sides of the situation and analyzing where stereotypes arise from (my own limited experiences, media portrayal, and dominant stories).	Myth Blasting in pairs	Flipchart Markers	40 min
Real World Connect	The key of breaking my own stereotypes and singular stories lies with me. It depends on how I follow something and inspire others to do the same. Sharing about the various other upcoming programmes within the Organization and spaces for the participants to join in.	Mud and Sculpture Action Wall + Discussion	Big Board Markers	35 min

²⁵15 minutes for introduction and closure

HOW TO RUN THE SESSION:

➔ INTRODUCTION (7 minutes):

Say:

Welcome all of you to our “Youth Adda: Why Stereotype?” Youth Adda is an open space to engage young people in dialogue by sharing views and listening to others to form an informed worldview. Today we will be talking about how we perceive people and the world around us.

Do:

Introduce yourself and other facilitators and briefly introduce the programme.

➔ MIND JOG (20 minutes):

Say:

We will play a small game to know each other better.

Do:

Share the BINGO²⁶(**Annexure 2. 1.1**) sheets ensuring that each participant has one sheet and a pen with her or him.

Say:

Walk around the room and find different people who match the markers mentioned on the Bingo sheet. One person can be named once in the sheet.

Facilitator’s Tip:

❁ *If there are few people then allow the participants to repeat the names.*

Say:

The first person to fill the sheet says BINGO and wins the game!

After the activity,

²⁶ BINGO: People Bingo is an icebreaker that helps in breaking the ice between the participants. Participants are supposed to walk around and interact with other participants by asking them a few questions mentioned on the sheet to win the game by shouting BINGO.

Say:

I hope you all had fun playing the game. We played **Identity BINGO** to break the ice and to get to know each other. We also recognized that there are some identity markers that all of us carry on ourselves which sometimes 'defines' us. These markers are based on my religion, region, assigned gender, and community along with other factors.

Thank you for choosing to be a part of the Youth Adda today. Before we go ahead, we will set up ground rules for the next 3 hours, as we all will be sharing the space together.

Note: Take a few suggestions from the participants.

Mention the following ground rules if the group (this is not an exhaustive list and can be customized to the context) does not bring them up.

Ground Rules:

- Agree to Disagree with other people
- Respect everyone's view point
- Be non-judgemental
- Create a safe space for people to trust and share their own stories
- Maintain the confidentiality of the things discussed by participants as certain activities and sessions will require participants to share their personal stories

Do:

Write these ground rules down on a big chart or board where they are visible to everyone.

Key Points

- People carry identity markers on them, which can be based on gender, religion, region and communities which they belong to.
- Jointly agreed on ground rules enable in creating a safe space .

 PERSONAL CONNECT (10 minutes):

Say:

Thank you for taking part actively in the last activity. Going ahead, write down a statement that is believed to be true for all people belonging to a particular group or community. These statements could be based on gender, religion, region, language or culture. For example, "Women are supposed to household work, whereas Men are supposed to earn the family income".

Be honest to the space and trust the space. If you do not feel like sharing, you can choose not to share.

Facilitator's Tip:

- ✿ Facilitators can share their own stereotype story in order to make the participants comfortable.

Ask:

Ask participants to keep their papers aside after writing the statement and proceed to the next activity.

Say:

Thank you, we will return to these statements after the next activity.

➡ INFORMATION EXCHANGE (30 minutes):

Say:

I need three volunteers for the next activity, they will have to come up and enact a situation here in front of everyone.

Do:

Take the three volunteers aside and give them one cue card (**Annexure 2.1.2**) each. Give the following instructions, "You have 2 minutes to read the cue card and decide how you want to enact it in front of everyone. You cannot use symbols, language, or sound of any kind. Time given to you to act is 30 seconds and the audience will start guessing once you have finished the act."

While the volunteers are preparing, give the following instructions to the larger group:

Say:

The volunteers will come out and enact something in front of all of you one by one, as a group you have to guess who they are. You will have to give your answer after they have finished acting, you will have 30 seconds to guess the right answer.

Facilitator's Tip:

- ✿ *You will observe that the participants will be able to guess the "role" but not the connected emotion. Probe them to guess what it could really be so some people are able to try to guess the emotion behind the "role".*

Ask:

The volunteers to read out the cue card in the end, when all three-role plays and the guessing is over.

Ask:

How was the activity?

Do you think you were able to guess each of the identities? What did you miss?

Why do you think you missed the connected emotion displayed by the volunteer?

Are there any insights from this on how we assess people in our life too?

Possible Responses:

"It is difficult to guess what someone is going through by just looking at their behavior."

"If there was language used in the role play, I would have been better equipped to guess what they were portraying."

"This happens in real life too, you cannot guess the story of the person until you really know them. I don't think language would have helped much even if it was used in the role play."

Say:

You only saw a part of the story, in other words, you saw what was visible to you. What really lies beneath the person was not visible to you. In our day-to-day lives our assumptions, judgments, and stories about a person/community/race are formed on what is right in front of us. This one-sided view is known as 'Stereotypes'. A stereotype is a standardized conception or image of a specific group of people. These get formed when, in an effort to simplify a complex mass, we generalize and make over-generalization based on our limited knowledge or experience.

Let us try to understand how these Stereotypes are formed by looking at the Iceberg Model.

Share the Iceberg Model to explain the way we look at individuals and on what basis our judgements and stereotypes get formed.

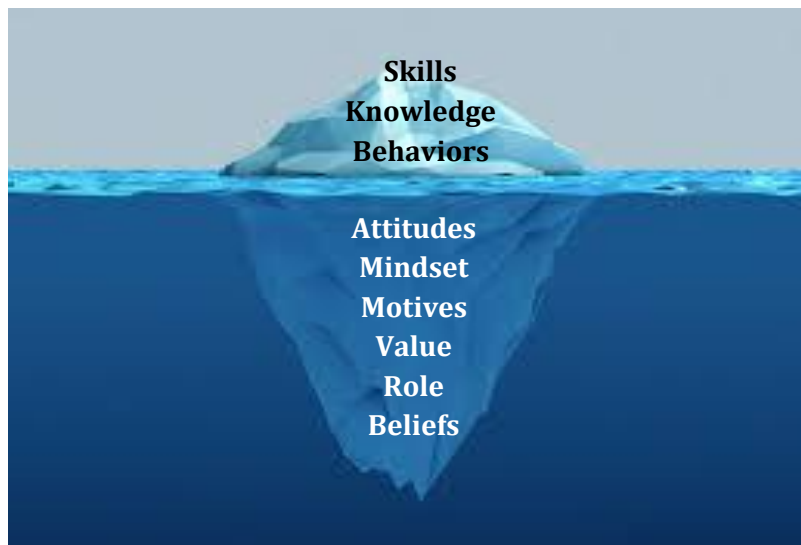


Figure 1 Iceberg model represents the parts of a human visible at the surface and what lies beneath using the metaphor of an Iceberg

Say:

We as individuals only show our 10% to an individual (and vice versa) when we first meet them and based on that 10% we end up judging others and create certain stereotypes in our head. The above

10% only shows our appearance, behavior, language and attitude. We do not try to see or understand the rest of the 90%, which is deeply rooted within us, which includes our values, experiences, beliefs, norms, principals etc. This ignorance to see individuals as individuals and boxing them in definitions leads us to create the stereotypes that therefore lead to discrimination and social exclusion.

Key Points

- Stereotypes are part stories created due to over generalization of popular portrayal, one time experiences with different identities.
- The Iceberg model explains what is visible and not visible in a human being and how stereotypes are usually formed on what is visible without understanding what lies

Do:

Divide participants into pairs and ask them to share the statements that they had written down on a sheet of paper. Ask them to take turns to share the statements with their partner.

Instruct that everyone is to argue against her/his own statement and argue in favor of the statements made by their partner in the pairs. Allow the pairs about 20 minutes to complete their task.

Run the activity

Ask:

How are you feeling after the activity?

How easy/difficult it was for you to argue against your own stereotypes. Why was it so?

How they formed the opinions that they expressed in their statements, where did these stereotypes come from? Ask them to reflect upon them.

Say:

Connecting everything that we have done so far, we realize that all of us have certain stereotypes that we believe in which are being formed due to our past experiences or beliefs or from our lack of knowledge about the community.

➡ REAL WORLD CONNECT (35 minutes):

Do:

Ask the participants to come in a circle, divide them by asking them to say 1 and 2 respectively. Ask the 2's to come in front and the 1's to stand behind them. Each of the 2's must have a person standing behind them.

Run the 'Mud and Sculptor' activity with the participants. Begin by giving the following instructions:

Note: *When working with different groups where talking or touching between genders is not allowed or uncomfortable for people, make same gender pairs or allow mud to hear and act.*

Say:

We are going to play a game called 'Mud and Sculptor'. Each pair will have to create a sculpture with one person posing to be mud, while the other playing the sculptor.

Just as the sculptor shapes the mud in any which way to make a sculpture, the sculptor in the pair will use her/his imagination and sculpt any figure with their 'mud' partners.

Emphasize that the mud has no control over itself, and can neither hear, speak nor respond in any way. It has no will of its own.

Nobody should talk while the game is on.

You have **15 seconds** to discuss and choose among yourselves who will be mud and who will be the sculptor.

You have **1 minute** to shape your sculpture.

Do:

After the first round, ask the sculptors to explain their statue.

Depending on the amount of time that you have choose to take 2-3 or 5-6 responses.

Say:

We will play one final round. In this round you are the mud as well as the sculpture, you have to shape yourselves! You have **1 minute** for this round.

Do:

Stop the participants once the time is over.

Ask:

4-5 people to explain what they have created as a group

Thank you and a big round of applause for everyone for playing the game!

Ask:

How did it feel when you were the mud?
How did you feel when you were the sculptor?
How did you feel when you were both, mud and the sculptor?

Possible Responses:

“As the mud I felt like I was not in control and the sculptor could change or shift me in whichever way. I felt helpless.”

“When I was the sculptor I was confused and I was constantly thinking whether I might hurt him/her or whether my partner would like what I was doing.”

“As both the mud and the sculptor I felt like I was in control and there was a sense of freedom.”

Say:

As mud, we are molded by various stories that are around us and when we have the ability to be the sculptor then we mold the society with our set of stories. All these stories are somewhere creating the stereotypes, which influence our attitude and behavior to be non-inclusive and discriminatory. However, when we were the mud and sculptor we were empowered because we were shaping ourselves, as we are able to make a choice to break the story or to believe in it.

Only when we were playing both mud and the sculptor, we took 100% responsibility to make the sculpture in the way that we desired (against only as mud, where we took less than much less or no responsibility and as sculptor, where we took more than 100% responsibility).

Similarly, I can use the same power to discriminate against people or I could use it in a way that people do not feel discriminated against. In our daily lives, we choose whether we want to be the mud or the sculptor. Being both the mud and the sculptor helps immensely as we get to decide how we want to change or alter things.

Key Points

- As mud and sculptor, I am empowered to create stories that I want to believe in and break the ones, which lead to discrimination and violence.

Say:

As young people who are invested in creating sustainable communities please list down three actions you will take or do differently to break these stereotypes for yourself and those around you.

This will enable all of us to realize Goal 16 of the Sustainable Development Goals, which is dedicated to the promotion of peaceful and inclusive societies for sustainable development, the provision of access to justice for all, and building effective, accountable institutions at all levels.

Ask:

Ask the participants to share them one by one in a large circle and paste it on the “My Personal Action Wall Chart”.

Some ideas written below can be shared with the participants:

1. Focus on every person as an individual.
2. Become aware of stereotypes and how they interfere with our ability to perceive and interact with people.

3. Remember that there are more differences within a group than between groups.
4. Recognize that we are all part of many groups, none of which can totally explain or define who we are.
5. Learn to look at things from the other person's point of view.
6. Adopt a humbler, tentative attitude about the accuracy of our judgments.
7. Be willing to learn more about the culture and background of people different from ourselves.
8. Take opportunities to neutralize stereotypes when we hear them.

CLOSURE (7 minutes):

Do:

Share with participants the other spaces and opportunities for them to engage to get to know themselves deeper and the society in depth as well. Share the programme journey with the participants and take sign ups.

Take Feedback from the participants on the workshop and thank everyone for authentically challenging themselves and sharing their stories during the workshop.

ANNEXURES

ANNEXURE 2.1.1: BINGO Sheet (this can be modified depending on the context/location):

Who wears a skullcap?	Who plays the guitar	Who wears clothes that are not socially prescribed to their assigned gender?	Who can play more than one sport	Who can repair their own laptop?
Who has never stayed in the village/countryside?	Whose name starts with 'S'	Who loves to read	Who knows how to cook food for a party of 10 people or more?	Who can swim
Who does not have any restrictions on mingling with people from another religion (apart from their own)	Who shares the same birthday month as you?	Who wears earrings?	Who has a piercing	Who can drive a car?
Who has been to more than 5 states	Who has not been to the mountains	Who can go out alone post 11pm to fetch something from the market?	Who drinks coffee everyday	Who can recite verses from any of the religious texts?

Example of a filled BINGO sheet:

Who wears a skullcap? <i>Rohan</i>	Who plays the guitar <i>Vicki</i>	Who wears clothes that are not socially prescribed to their assigned gender? <i>Neeta</i>	Who can play more than one sport <i>Ron</i>	Who can repair their own laptop? <i>Neel</i>
Who has never stayed in the village/countryside? <i>Alisha</i>	Whose name starts with 'S' <i>Sneh</i>	Who loves to read <i>Meeba</i>	Who knows how to cook food for a party of 10 people or more? <i>Jo</i>	Who can swim <i>Jay</i>
Who does not have any restrictions on mingling with people from another religion (apart from their own) <i>Noel</i>	Who shares the same birthday month as you? <i>Sam</i>	Who wears earrings? <i>Van</i>	Who has a piercing <i>John</i>	Who can drive a car? <i>Luke</i>
Who has been to more than 5 states <i>Nash</i>	Who has not been to the mountains <i>Perry</i>	Who can go out alone post 11pm to fetch something from the market? <i>Ean</i>	Who drinks coffee everyday <i>Nik</i>	Who can recite verses from any of the religious texts? <i>Lan</i>

Note: Participants are supposed to fill the entire BINGO sheet to win the game.

ANNEXURE 2.1.2: Cue Cards for Role Play²⁷

Role 1: Sad Driver

You are a driver who drives for a leading cab company. However, since you do not own the car you are required to report to work every day to earn your daily wage. Last night, your mother passed away due to a long term illness but you had to report to work.

Role 2: Distracted Young Person

You are a young person who has just spent the last one year convincing her parents that you want to drop out of college and pursue your dream of working with a nonprofit organization in another country.

Role 3: Happy Homeless person

You are a homeless person who had to move out of home due to a civil war ongoing in your home country. You have recently been able to establish contact with an aunt of yours who had gone missing in the conflict.

²⁷ This is not an exhaustive list and more cases should be developed according to the context/location/audience.

MODULE 2: YOUTH ADDA

2.2 Access to Development (Exposure)

PURPOSE:

This session builds an understanding of sustainable development through the lens of power and privilege and how it affects access to resources. Through community exposure and mapping, participants determine how access to development requires deconstructing personal notions of power and privilege. The focus of this session is to get participants to move out of their comfort zone and see realities which might be different from their own.

OBJECTIVES:

By the end of this session, the participants will be able to:

- Analyze how urban planning and infrastructure are dependent on power structures and follow the unsustainable development paradigm.
- Create a community map outlining resources and relationships in a community
- Articulate actions or challenges that they will take on in the community or their own surroundings

➡ KEY TAKEAWAYS:

- Analyze power, privilege and access in their own lives
- Articulate and contextualize concepts of spatial, social & economic inclusion
- Create a community map

A solid purple arrow pointing to the right.

Pre-work:

This session is designed to be conducted in an area that lacks access to public services - like a slum, a tenement or a '*basti*' (in India) so that participants are able to analyze the disparity in access to public services within the same city.

Ideally, it would make sense to find a community that is out of the public eye and lacks infrastructural services such as road ways, waste disposal, and sanitation.

It is ideal to identify and work with an organization that works in the community and has established a strong-hold to be able to effectively navigate the participants through the community, share history and context and be able to answer some broad questions.

SESSION 1

TIME: 170 Minutes

This session can be run with an audience size of 50-100 people.

SUMMARY SESSION PLAN:

Stage	Key Ideas	Methodology	Resources	Time
Introduction and role establishment	Introduce the group to each other	Conversation Energiser	Ball	10 minutes
Mind Jog	Awareness of systems & stakeholders	Quiz on what kind of action you would take in your community	Question Sheet Candy	10 mins
Personal Connect	Concepts of power, privilege and exclusion with relation to my identity	Game Self Reflection	Paper Pens	20 mins
Information Exchange	Audit of the community on the lines of: 1. Health/Sanitation 2. Key conflicts 3. Social Setup 4. History of community 5. Safety	Community Walk - With specific objectives for each group	Paper Pens Objectives for each group with key points to reflect upon	Setup - 15 Mins Mapping - 60 Mins
Information Application	Applying the lens of inclusivity along social, economic and spatial lines	Sharing Community Mapping		40 Mins
Real World Connect	Actions within my own environment	Action Plans	Methods to activate local governance	15 Mins

HOW TO RUN THE SESSION:

INTRODUCTION (20 minutes):

Begin by introducing the context of the workshop.

Ask:

Why are we all here today?

Let people respond and share their different objectives for the workshop.

Say:

We all are here to understand spaces that we don't have regular contact with. Through the next few hours, we're all going to be on a learning curve, so open your minds and hearts to new experiences and people.

Do:

Introduce your organisation and the key facilitators for the session. Clearly establish roles of the facilitators.

Energizer

To introduce the participants to one another

Say:

Now we will play a game to get to know a little bit about each other and hopefully throughout the duration of the session, you will find spaces to interact with other people you are meeting for the first time. Challenge yourself to be respectful of each other's feelings, perspectives, abilities, and identities (and your own). Remember it is not just the intent that matters, but also the impact.

Ask the participants to form a circle.

Say:

You have to throw the ball to any other participant in the circle. When you receive the ball, you share your name and one word on your view of sustainability.

➡ MIND JOG (10 mins)

Say:

We are going to play a quiz, the rules are simple, and the first person to raise their hand gets a piece of sweet.

Quiz questions - pertinent to local context

Note: The sheet can be edited depending on the context in which the quiz is conducted.

1. If your electricity meter stops working, who will you call?
2. Who is the local councilor of your area?
3. Who repairs the potholes in your colony street?
4. What is the closest health centre in your area?
5. Who is the most easily accessible health worker in your community, what is their designation?
6. Who is responsible for cleanliness in your colony? What is the process of waste disposal?
7. What are some restricted areas around your place of stay and who decides access?
8. What is the price of potable water per liter?

Note: If some answers are not thrown up by the participants then give them answers with the correct information which holds true generally for the area.

Say:

Access to public resources is a right. To make the services responsive to our needs, we need to know the key stakeholders. Lack of knowledge and access may be because of differences in privilege. Higher privilege means that we are able to take public resources for granted and access private resources if public resources become unresponsive. However, this might not be the case with people who are marginalized due to social economic indicators as they might not have the resources to access private resources.



We will uncover this complex equation today in this Youth Adda.

➡ PERSONAL CONNECT (20 Minutes):

Do:

Divide the group into pairs of two.

Say:

Identify A and B within your pair, one person will be A and the other B

You have to arm wrestle with your partner according to the instructions that I give.

Round 1: You have to arm wrestle with your partner. You can only use one hand each and the person who gets their partner's hand down, wins.

Ask:

Who won?

(Possible responses: some A's will win and some B's)

Say:

Thank you for playing this round, now we will go into playing the next round with some variation.

Round 2: In this round A can use one hand. B can use both hands.

Ask:

Who was it easier for?

How was it for A?

How was it for B?

Possible responses:

"It was easier for B; B had extra power or an advantage."

"This felt like an unfair activity as there was no chance A could have won."

Processing:

Say:

In round 1, A and B had one hand that were privileges which both of you had. There was no competition in terms of resources for ensuring who won the rounds. In round 2, B was given the power to use an additional resource, which was the second hand. B won in the second round due to the additional power to access resources.

We will now go into communities to understand how this access to power, privileges and resources is connected with exclusion. We will first experience these in the community and then go deeper into understanding them.

How has someone's power made you feel excluded?

Ask a few pairs to share their insights and talk about awareness of exclusion happening in our local context.

Use a locally relevant example to establish exclusion. For example, in the cities of Mumbai and New Delhi, there is a disparity in the number of toilets accessible to men and women. This may be because there are more men than women in the decision making processes of public infrastructure and sanitation, women's right to clean and safe toilets may be undermined and they may be excluded from public infrastructure.

➡ **INFORMATION EXCHANGE (15 min set up + 1 Hour for mapping):**

Objective:

To be able to map exclusion and exclusionary processes in the community visit

Say:

Now, we're going to use the insights of power, privilege and exclusion to understand our local context and how it plays out.

Do:

Introduce the community by inviting community representatives to share history and context of the community.

Say:

For the purpose of understanding the community better and the inherent power structures and exclusionary processes, we are going to use the tool of community mapping.

²⁸**Community Mapping** is a **tool** that is used to mean a visual, geographical, representation of community characteristics. It can also be used conceptually, to mean an inventory of information with or without a visual representation. It is a dramatic way to establish a common knowledge among a group of diverse people concerned with improving or changing outcomes for communities and their residents.

²⁸Community Mapping: <http://outreach.msu.edu/bpbriefts/issues/brief3.pdf>

Used conceptually, it refers to a process inventorying resources or assets available to a specified neighborhood or community. It includes inventory of public capital and cultural resources as well as community assets for individual development which is known as **Community Asset Mapping**.

Community mapping is a **participatory tool**, which means that the community members actively participate in the mapping process by sharing information, insights, etc.

Do:

Divide the group into smaller groups of 4-5 people.

Have some chits ready on the various objectives of the walk that have been broadly defined.

Ask each group to pick one objective (**Annexure 2.2.1**)

Say:

Now each group has a broadly defined objective for their community map. Your group will walk in the community and try to map the system that is in place in the community related to your objective.

The overarching question that you need to constantly reflect on during your visit is that is this system or process **inclusive or exclusionary to all city dwellers**.

For example, if the objective of your groups is to map out health systems your chit will contain some guiding questions such as:

1. Who are the stakeholders?
2. Where is the closest health centre and hospital?
3. Are these health centers publicly funded or not?
4. How long does it take people to receive health care on average?
5. Are ambulances accessible to all?

Use these questions to draw a community map, and as a group discuss on whether this makes the system inclusive or exclusionary and why that may be. For example, you may have an insight that the community dwellers are excluded from the ambulance service as the roads are too narrow to allow the ambulances straight to people's homes.

Say:

Before visiting the community though, we must establish some ground rules as we are entering someone else's space, which is new to us.

Ask:

Ask the participants to create some ground rules that they think are appropriate.

Some broad ground rules could include the following

- Empty your cup of previous baggage
- Respect people's spaces and boundaries
- Active listening
- Clear Communication
- Personal Responsibility
- Maintain Confidentiality
- Problem solving and analysis
- Permission for pictures
- Not making unrealistic promises

Do:

Share any emergency protocol and contact details.

Do:

Lead the groups into the community, with directions.

Ask:

Ask the participants to be back in 1 hour.

 INFORMATION APPLICATION (30 Mins):

When the participants are back from the walk

Ask:

Ask the participants to sit in a circle and reflect on how they felt in the community. Ask them to write their feeling in one word.

Next, ask them to reflect on the following question

Say:

Go back to the arm wrestling which we did in the beginning. In that activity B had the right to use two hands which was a privilege that A did not have.

What is privilege?

Take some answers. And then establish that:

- **Privilege**²⁹ means fulfilling our rights ahead of others. There is a creation of social constructs so I and my descendants can have these privileges till perpetuity as a unique right. Privilege is characteristically invisible to people who have it. People in dominant groups often believe that they have earned the privileges that they enjoy or that everyone could have access to these privileges if only they worked to earn them. In fact, privileges are unearned and they are granted to people in the dominant groups whether they want those privileges or not, and regardless of their stated intent.³⁰

Ask:

What is power?

Take some answers. And then establish that:

- **Power** is the ability or official authority to decide what is best for others. It is the ability to decide who will have access to resources and the capacity to exercise control over others.
- **Resources** are limited. Therefore, person with more privilege and therefore power has greater access to resources and in deciding how they will be used.

Privilege, Power and Access are a self-feeding cycle.

- More access gives more privilege and the cycle continues. People are **excluded** from this cycle. If you are excluded from the cycle, as the cycle progresses, it gets harder and harder to then come in, as it's not a level playing field anymore.

²⁹ "Privilege exists when one group has something of value that is denied to others simply because of the groups they belong to, rather than because of anything they've done or failed to do. Access to privilege doesn't determine one's outcomes, but it is definitely an asset that makes it more likely that whatever talent, ability, and aspirations a person with privilege has will result in something positive for them."

—Peggy McIntosh - American feminist & Anti-racism activist.

³⁰ Additional reading on power and privilege: [Scripps College Resource](#)

Certain groups, and their issues are excluded from decision making by societies and politics unwritten rules and practices. They and their grievances are made invisible by intimidation, misinformation and co-optation.

Ask:

Take 2 minutes to reflect on the following question

What are the different aspects of exclusion that you saw in the community?

Ask the participants to come up with 1 striking exclusionary practice that they witnessed within their smaller group, related to their objective. Each group shares with the larger group.³¹

 REAL WORLD CONNECT (15 minutes):

Say:

Now that you have identified the key challenges that exclusion poses in this community. Let us talk about what you as an aware, cognizant and sensitive person can do about it.

Do:

Introduce people who have been working in the community for some time to share the work that they have done and its impact. Invite the participants to connect with them if they want to, to be able to actively work with this specific community in the future.

³¹ Additionally, World Bank on Inclusion in Urban Cities: [**World Bank: Inclusive Cities](#)

****What is inclusion in the city?**

To make sure that tomorrow's cities provide opportunities and better living conditions for all, it is essential to understand that the concept of inclusive cities involves a complex web of multiple spatial, social and economic factors:

Spatial Inclusion: urban inclusion requires providing affordable necessities such as housing, water and sanitation. Lack of access to essential infrastructure and services is a daily struggle for many disadvantaged households;

Social inclusion: an inclusive city needs to guarantee equal rights and participation of all, including the most marginalised. Recently, the lack of opportunities for the urban poor, and greater demand for voice from the socially excluded have exacerbated incidents of social upheaval in cities;

Economic inclusion: creating jobs and giving urban residents the opportunity to enjoy the benefits of economic growth is a critical component of overall urban inclusion.

Ask:

Ask the participants to reflect on the following question.

Think of one thing you want to change around you?

Ask:

As an active citizen who is connected with the city and is cognizant of the exclusion & inequity that privileges and power of other groups contributes to. What are some things that you can do in your own life to change this situation?

Do:

As an example, share the process of Right to Information in India.

Say:

³²Right to Information (RTI) is an Act of the Parliament of India "to provide for setting out the practical regime of right to information for citizens "Under the provisions of the Act, any citizen of India may request information from a "public authority" which is required to reply within thirty days.

The Act also requires every public authority to computerise their records for wide dissemination and to proactively certain categories of information so that the citizens need minimum recourse to request for information formally. **

As a citizen, this act establishes the right of citizens to question their government on any issues of public interest. It can be strategically used to draw public interest to pertinent issues.

Ask:

Ask the participants to write a letter to a public authority or in India, an RTI form to access information for change on the issue you have identified to work on.

³² Right to Information: <http://www.rti.gov.in>

Objective	Guiding Questions
Safety Map - lens of gender	1. What are some spaces that are restricted to women? 2. Are there spaces that are inaccessible to either men or women? 3. Are there enough toilets for men and women? 4. Do women or men have to dress in a particular way to feel safe in the community? 5. Are there any areas that do not have sufficient lighting during the dark?
Health	1. Who are the stakeholders? 2. Where is the closest health centre and hospital? 3. Are these health centers publicly funded or not? 4. How long does it take people to receive health care on average? 5. Are ambulances accessible to all?
Sanitation system	1. Are bathrooms accessible to all people irrespective of their social class, community, gender? 2. Who is responsible for the cleanliness of toilets and sewers? 3. Where is the waste disposed? 4. Do the people think that the community is hygienic?
Waste disposal system	1. Who collects the waste and is responsible for the waste disposal? 2. Where is the waste disposed? 3. Are there enough dustbins and mechanisms of waste disposal in the community? 4. Do community members think that the community maintains cleanliness and hygiene standards?
6. Education system, resources and access	1. Where are the closest schools in and around the community? Are these privately or publicly funded? 2. Are there cases of drop outs from schools - why is that? 3. What is the maximum educational attainment of the community? 4. What is the intergenerational relationship of education? 5. Is there legislation regarding education? Are facilities accordingly available to the community members?
5. Social & economic resources and relationships	1. What are the smaller communities within the larger context? What are their relationships with each other? 2. Are there differences in terms of resources, access, and class within the community? 3. Are there particular occupations that particular groups engage with? 4. What places of worship exist within the community, are these accessible to all? 5. What is the legal status of the space?

Access and General Status of Community.	1. What kind of public transport is available and accessible to the community? 2. How do people deal with disabilities in the community? 3. What are the lanes and roads like in the community? 4. Is electricity available? At what rate? 5. Is potable water available? At what rate? 6. What is the closest market space, how much money on average do people spend on monthly ration?
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Module 2: Youth Adda

2.3 Change Agent

PURPOSE:

This session outlines the role of young people as ambassadors of change and how they can get involved in furthering alternatives to development and be a participant in the process of altering existing development paradigms. Through activities like games, group discussions, participants identify social issues that cause them discomfort or pain and define for themselves which side of the problem they want to be on. Moving from a position of 'Blame' to 'Claim' is an indicator of moving from self to society by recognising the place that 'I' play in a larger social issue.

SESSION OBJECTIVE:

By the end of this session, participants will be able to:

- Define social issues which are connected to their personal pain and passion.
- Recognize actions they can take in their personal life to become active citizens.
- Articulate actions they want to take to move from a position of 'blame' to 'claim' and taking 100% responsibility and inspiring others to do so.

KEY TAKEAWAYS:

- Recognize the role that 'I' as an individual play in social issues and moving from 'Me to We'.
- Feel responsible for an issue which bothers them personally.
- Actively take an action on an issue which is a cause of personal pain and identifying the interconnectedness of the issues to one's life.

SESSION 1 | TIME: 150 MINUTES

This session can be run with an audience size of 50-100 people.

SUMMARY SESSION PLAN:

STAGE	KEY IDEAS	METHODOLOGY	RESOURCES	TIME
Mind Jog	Inspiring co-creation which leads to satisfied and successful results.	"Make the Object!" Activity + Discussion	Chits with names of objects.	20 minutes
Personal Connect	Issues which bothers the individual and how responsible they feel for it.		Paper, pens	10 minutes
Information Exchange	Moving from 'Me to We'	Broken Squares Activity + Discussion	Broken square sheet	40 minutes
Information Application	Mapping an issue connected to personal pain and passion and identifying actions to inspire 100% responsibility for it.	System Mapping	Charts Pen Paper	30 minutes
Real World Connect	Taking an action to change one thing around me	Gallery Walk		35 minutes

HOW TO RUN THE SESSION:

➡ INTRODUCTION (7 minutes):

Say:

Welcome all of you to our "Youth Adda: Change Agent". A Youth Adda is an open space to engage young people in dialogue by sharing views and listening to others to form an informed worldview. Today we will be talking about how we perceive people and the world around us.

Do:

Introduce yourself and other facilitators and briefly introduce the programme.

➔ **MIND JOG (20 minutes):**

Say:

We will play a small game to get to know each other better and start us off on the direction of this workshop.

Do:

Divide the participants into 2 groups.

Ask one person from each group to come forward to lead the groups into the next activity.

Give them 2-3 chits to pick from which have objects like bus, train, aeroplane, building etc. written on them.

Say:

Whatever is written on the chit, you have to direct your group to make this object without telling them what it is.

Do:

Give participants 1 minute to do the activity.

After one round ask a different person from each group to volunteer for the 2nd round.

Ask the volunteers to pick one chit.

Say:

The whole group has to form this object together and this time you can tell your group what the object is.

Do:

Give participants 1 minute to do the activity.

After the activity,

Ask:

How was the activity?

What was happening?

Which was easy, first time or the second time and why?

Possible Responses:

"It was difficult when we didn't know what the object was."

"There was a lot of confusion around what is to be done when someone else was directing me."

"It was easier when we knew what was to be done."

"It was more fun the 2nd time."

Say:

When we all knew what we had to do it was easier for us to work together as we all had a common goal. When we work together it is often easier and faster to reach a goal rather than working alone. We all take a certain amount of responsibility to get the job done and collaborate to achieve it.

PERSONAL CONNECT (10 minutes):

Say:

Thank you for taking part actively in the last activity. Going ahead, write down one issue connected to Peace, Sustainable Development and Global Citizenship which is around you and you face it almost every day and it disturbs you. It could be something that you want to do something about or take action on.

It can be an issue or an act which makes you feel unsettled in some way and you want to do something to change it.

Facilitator's Tip:

- ✿ Share an example of any social issue that may bother you, "**For Example:** People littering the streets or the colony that I live in. I want to stop people from doing that but I don't know how to, but it pains me to see everyone around me doing this."

This will help participants open up more and write freely.

Do:

Give the participants 5 minutes to think and write down the issue.

Say:

Write down how much percentage do you feel you are responsible for the situation or the issue that bothers you

For example; "I feel 60% responsible for the issue as I feel bad for it and I tell people about it and stop people whenever I see it happening."

Do:

Take a couple of examples to ensure that everyone has understood the instructions correctly.

Say:

Be honest to the space and trust the space.

After the activity,

Say:

You can keep the sheets away. We will come back to them later.

➡ **INFORMATION EXCHANGE (40 minutes):**

Say:

Let's go deeper into understanding all these connections which we have to things around us through a fun activity!

Do:

Divide the participants into groups of 6.

Ask each group to sit in small circles.

Distribute a set of 'Broken Squares' to each group (Refer to **Annexure 2.3.1**).

Note: As described in Annexure 2.3.1, one set contains 5 envelopes with each envelope containing 3 pieces of jumbled sets of 'Broken Squares'.

Give the groups the following instructions:

Say:

- Your envelopes contain jig-saw pieces of cardboard for making squares.
- The task of your group is to form five squares of equal size.
- You will have 10 minutes at the end of which, each individual in each group will need to have before her/him, a perfect square of the same size as those in front of the other group members.
- I will give the signal to begin.

Do:

Further explain the rules of the game by writing the following on the board:

Say:

- No member may speak to each other.
- No member may ask another member for a piece or in any way signal that another member is to give him or her a piece.
- Members may voluntarily give pieces to other members.
- A member has to take a piece if someone gives it to her/him.

Do:

Ask for one participant from each group and take them aside.

Ask them to observe how their respective groups behave as a whole and how each group member behaves while playing the game.

Give them one 'Observer Sheet' each, and ask them to follow the guidelines noted on them while observing (Refer to **Annexure 2.3.2**).

Run the activity.

Do:

Give the following clues to the groups periodically while the game is in progress.

Say:

The squares will be made of 3 pieces only.

The squares will have to be of equal size.

You may have made a square of 3 pieces, but it may be out of the wrong pieces.

Note: Do not write these on the board.

Do:

Stop the game once 10 minutes are up.

Note: It does not matter if a group has not finished. In fact, this would make processing more meaningful.

After the activity,

Ask:

How was the Game?

What happened?

The team that finished first how was the game for you? What all happened? What worked for you?

The team that finished in the end how was the game for you? What happened? What worked or did not work in your team?

Facilitator's tip:

- ✿ Take the responses from the people and take pointers for the processing part.

Possible Responses:

"Other people had to pitch in, in order for my square to be complete."

Ask:

Is this connected to how we consider social issues around us?

Say:

We need to think if we consider ourselves a part of the problem or a part of the solution and think of others only as a part of the problem and not as the solution? Very often we might be unwilling to take help from people, stay in our own boxes to finish our things and ourselves. But only when we move things in our own space, do we make space for others and lead other people to move things.

Some points to consider over here are:

- Do we notice how we are connected to each other in the larger system or do we just notice what I have to finish and disregard how my piece might be connected to someone else's piece
- As part of a system all of us individuals are connected to each other and my part will not get completed till I inspire others to move from their position also and hence my ability to inspire people to come together

Key Points

- How we lead people or inspire them to move things.
- Our willingness to accept another helping hand or are we just in our own box.

 INFORMATION APPLICATION (30 minutes):

Say:

I hope you all had a fun time with the last activity.

Say:

Go back to what all of you had written on chits at the starting of the session about something that bothers you and you wish to change. Think about the same for 2 minutes and map the issue on the following lines:

1. How much responsibility do I really take for this issue? If I am taking less than 100% responsibility for it what are the things that I can change and the things that I cannot
2. Who in the system do I need to inspire to be able to bring about a change in this issue? (Example, stakeholders, government agencies, other people who might be affected).

Give the participants 10 minutes to answer these questions and to create a map of the issue which affects them.

Say:

Please put up these charts around the room for everyone to see and have a pen in your hand in case you have a point to someone else's chart, please add.

Key Points

- Bringing out 100% Responsibility.
- Thinking about how to talk and create different spaces for people to inspire them to bring change.

➡ REAL WORLD CONNECT (35 minutes):

Do:

Give the participants 15 minutes to go put up their charts and go through the gallery walk.

Say:

As you are going through what is written on the charts look for connections in other's issues to what you want to achieve or change around you.

Once you have gone through all the charts, write down one action that you will take as an individual or in a group to change/move things about the issue which affects you deeply.

➡ CLOSURE (7 minutes):

Do:

Share with participants the other spaces and opportunities for them to engage to get to know themselves deeper and the society in depth as well. Share the SMILE programme journey with the participants and take sign ups.

Take Feedback from the participants on the workshop and thank everyone for authentically challenging themselves and sharing their stories during the workshop.

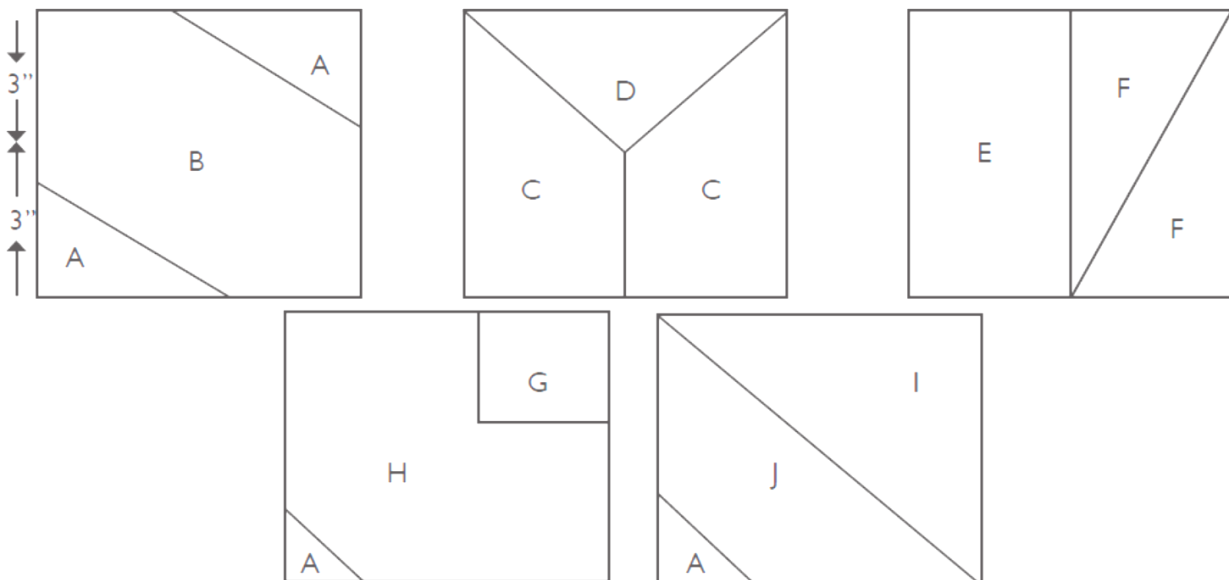
ANNEXURES

Annexure 2.3.1: Directions for making a set of Broken Squares

A set of 'Broken Squares' consists of five envelopes with pieces of cardboard cut into different patterns which, when properly arranged, form five squares of equal size.

To prepare a set, cut out five cardboard squares, each exactly 6" X 6". Mark them as below, pencilling the letters lightly so they can be erased. Cut each square along the lines into smaller pieces.

Note: The lines should be so drawn that, when the pieces are cut out, those marked A will be exactly the same size, all pieces marked C the same size, etc. Several combinations are possible that will form one or two squares, but only one combination will form all five squares, each 6" X 6".



Label the five envelopes 1,2,3,4 and 5. Distribute the cardboard pieces into the five envelopes as follows: envelope 1 has pieces I, H, E; 2 has A, A, A, C; 3 has A, J; 4 has D, F; and 5 has G, B, F, C.

Erase the pencilled letters from each piece and write, instead, the number of the envelope it is in. this makes it easy to return the pieces to the proper envelope for subsequent use, after a group has completed the task.

Each set may be made from a different colour of cardboard.



Annexure 2.3.2: Instruction sheet for the observers/rule keepers

Your job is to be part rule keeper and part observer.

As a judge, you should ensure that each participant observes the following rules:

1. There is to be no talking, pointing, or any other kind of communication between the team members.
2. Participants may give pieces directly to other participants but may not take pieces from other members.
3. Participants may not place their pieces in the centre for others to take.
4. It is permissible for a member to give away all the pieces of her/his puzzle, even if s/he has already formed a square.

As an observer, look for the following:

1. Who is willing to give away pieces of the puzzle?
2. Does anyone finish her/his own puzzle and then withdraw from the group problem-solving?
3. Is there anyone who struggles with her/his pieces, yet is unwilling to give any or all of them away?
4. How many people are actively engaged in putting the pieces together?
5. What is the level of frustration and anxiety in the group?
6. Is there any turning point at which the group begins to cooperate?
7. Does anyone try to violate the rules by talking or pointing as a means of helping fellow members solve the problem?

MODULE 2: YOUTH ADDA

2.4 Sustainable Development Goals &Us!

PURPOSE:

This session builds an understanding of the Sustainable Development Goals within the participants and helps them to identify the relevance of it in their own lives. Through different activities and discussions, participants will be able to analyze how Sustainable Development Goals were formed and how they are different from the Millennium Development Goals.

OBJECTIVES:

By the end of the session, the participants will be able to:

- Articulate the importance and relevance of Sustainable Development Goals
- List an action they want to take for realization of Sustainable Development Goals

KEY TAKEAWAYS:

- Inform friends and family about Sustainable development Goals
- Read up on Sustainable Development Goals and their importance
- Take action for the realization of any one Sustainable Development Goal close to them

This session can be run with an audience size of 50-100 people.

SUMMARY SESSION PLAN:

Stage	Key Ideas	Methodology	Resource Material	Time
Introduction	Participants getting to know each other and setting the context for the day			7 mins
Ming Jog	Identifying the importance of co-creation	Chit Game	Chits Pens, Flipchart, Markers	30 mins
Personal Connect	A PSG issue they feel passionate about	Reflection	A4 Sheets, Pens	10 mins
Information Exchange	Establish presence of different perspectives on any issue.	Quadrant Connection	Rope, Cello Tape, Double tape, Name of Quadrants, Sheet	60 mins
Information Application	- Connecting the Personal stories to the Bigger Picture of SDG - Establishing interconnection of different Sustainable Development Goals	Movie Screening & Discussion	Flipchart Markers, Projector, Speaker	30 mins
Real World Connect	Coming together to pledge action for SDGs	Wall Painting	Chart papers, 17 sustainable development goals printed on different paper, Sketch Pens, Paint, Canvas Wall for painting, Brushes	35 mins

³³15 minutes for introduction and closure

HOW TO RUN THE SESSION:

INTRODUCTION (7 minutes):

Say:

Welcome all of you to our “Youth Adda: Sustainable Development Goals & Us!”. Youth Adda is an open space to engage young people in dialogue by sharing views and listening to others to form an informed worldview. Today we will be talking about Sustainable Development Goals and their relevance to youth.

Do:

Introduce yourself and other facilitators and briefly introduce the programme.

MIND JOG (30 minutes):

Say:

Before we get into discussing the Sustainable Development Goals, let us do a small activity. For this activity let us divide ourselves in two groups.

Ask:

- Everyone to count 1 & 2.
- All the 1's to stand in one corner of the room & all the 2's in another corner of the room.
- Participants to choose one volunteer from each group

Do:

One facilitator will go in each group to give the instructions. Facilitator will take the volunteer to a different place for giving instructions so that the group is not able to hear the instruction.

Place few chits³⁴ in front of volunteer in a bowl and ask him to pick one chit.

³⁴Prepare at least 15 chits beforehand with the name of different objects like Airplane, Tree, Train, Bus, Tortoise, etc.

Say:

Give following instruction to the volunteer:

- You have to form the object that comes in the chit by positioning your group members.
- You cannot tell the group about the object.
- You have 5 mins to do the activity.

Facilitator's Tip:

- ✿ *Keep moving and make sure that the volunteer does not tell the name of the object to the group. Keep them reminding about the remaining time*

Do:

Once the group finishes making the object, ask someone who has not seen the chits to guess the objects of both groups.

Clap with the audience, if the person guesses the name of the object right and appreciate both the groups for playing with such enthusiasm.

After the activity, ask everybody to stay in their group for the next round.

Do:

Facilitator will again take chits to the group.

Say:

Anyone in the group can pick the chit and then the group has to make the object together. This time you all can talk to each other.

Do

Ask a person to guess the objects which the groups have formed.

Facilitator's Tip:

- ✿ *Appreciate each group even if the person is not able to guess the object to keep the energy high.*

Ask them to sit in the form a circle so that they can see each other and thank everyone for the engagement.

Ask:

How was the activity? (Take responses from few people)

Do:

On a flipchart, make two columns of marked as "Part 1" and "Part 2"

Ask:

What was happening in the first part of the activity?

How did you feel in Round 1?

What happened in the second part of the activity?

In which part it was easy to make the object, first or second, why?

Facilitator's Tip:

✿ Keep on writing the responses on the flipchart in two column for processing at later stage.

Possible Responses:

PART 1	PART 2
• Not very energetic	• Everyone knew about the goal
• There was no choice	• It was a team effort
• Leader was working for us	• Collaborative approach
• It was very confusing	• End result was better
• I was following the leader	• Everyone was a leader

Say:

Thank you for your responses and engagement. Stay with the thought and we will get back to the responses after next activity.

PERSONAL CONNECT (10 minutes):

Say:

Take two minutes and think about a Peace, Sustainable Development and Global Citizenship issue for which you feel passionate about and what action did you take about it. The action could be anything like, talking to other people, doing research on it.

Do:

Distribute a sheet amongst the participant.

Wait for 2-3 minutes

Ask:

Has everyone finished writing? (Wait for some time if participants are still writing)

If anybody wants to share, you can share with the group. (Listen to few people depending upon the time)

Facilitator's Tip:

✿ Facilitators can share their own action which they have taken in the past in order to make the participants comfortable.

Ask:

Ask participants to keep their papers aside after writing the statement and proceed to the next activity.

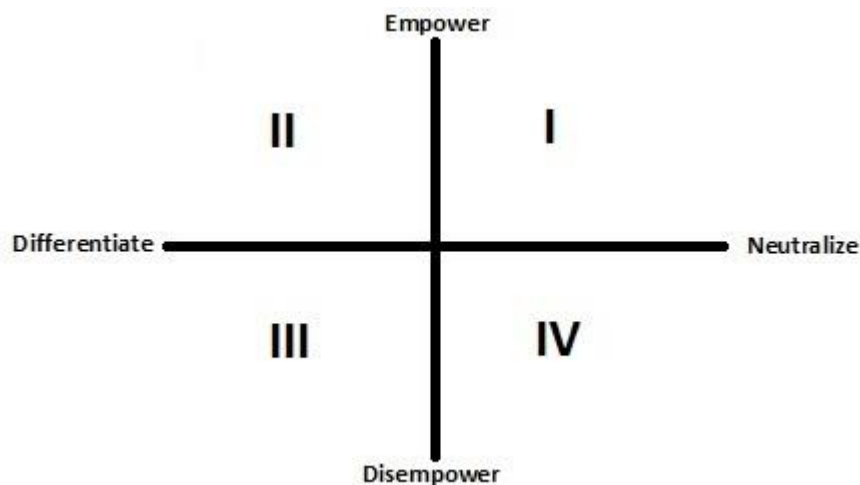
Say:

Thank you, we will return to these statements after the next activity.

➡ INFORMATION EXCHANGE (60 minutes):

Do:

Set up a quadrant on the floor with ropes as shown in figure below.



I Quadrant - Empowers and Neutralizes

II Quadrant- Empower & Differentiate

III Quadrant- Disempower & Differentiate

IV Quadrant- Disempower & Neutralizes

Say:

I am going to give a statement and based on that statement, you have to take a stance in one of the four quadrants.

Say the following statement:

1. Coach reserved for women in Public Transport System

Now, you have to choose one quadrant based on your understanding of the statement.

Do:

When everybody takes a stand, ask people in each quadrant one by one about why they chose that particular quadrant. Take few responses from participants in each quadrant.

Then open the floor for discussion so that participants from one quadrant can ask questions to the participants in another quadrant for around 5 minutes.

Keep intervening in between so that discussion continues in a focused way.

After the discussion, ask if any of the participant wants to change their quadrant.

Say:

I am going to give another statement. Now you have to take a stance again based on your understanding.

2. Opening up borders of my country for Refugees

Now again you have to take a stand, ask people in each quadrant one by one about why they chose a particular quadrant. Take few responses from each quadrant.

Then open the floor for discussion so that participants from one quadrant can ask questions to the participants in another quadrant for around 5 minutes.

Keep intervening in between so that discussion keeps on happening.

After the discussion, ask them if any of the participants wants to change their quadrant.

Once everybody settles, appreciate them for involving in discussion.

Ask:

How was the activity?

What was happening while you were in different quadrant and discussing?

Say:

When we were discussing the issue, we were trying to put our own perspective for the issue and there was no right and wrong answer. Whenever there are multiple people involved they will have different perspective for the same issue and in order to reach for the best solution we need to take into account multiple points of views rather than single point of view.

Key Points

- Presence of multiple perspective for any issue
- For designing any intervention, we need to take multiple views into account rather than single view

➡ INFORMATION APPLICATION (30minutes):

Say:

As we discussed the existence of multiple point of views for any issue so let's see how it is connected to Sustainable Development Goals. Let's look at a video³⁵ for the Sustainable Development Goals.

Ask:

How was the movie?

What are Sustainable Development Goals?

How they are different from Millennium Development Goals?

Take few responses for the both questions

Say:

Millennium Development Goals came in 2000 with 8 targets. They were decided by a group of people & were given to the world to achieve and countries felt clueless because there was lack of clarity in how to achieve them while SDG were co-created after taking many voices in account.³⁶ Sustainable Development Goals cover 17 different goals for building an inclusive, sustainable, resilient future for people & planet.³⁷

Let's go back to the first game and see how the approach was different in creating MDGs & SDGs.

Do:

Take out the flipchart where you have taken responses in the first activity. And compare it with the creation of MDG & SDG. Part 1 of the activity shows how MDGs were created and the Part 2 shows

³⁵<https://www.youtube.com/watch?v=Q-HHlczsAGM>

³⁶https://en.wikipedia.org/wiki/Millennium_Development_Goals

³⁷<http://www.un.org/sustainabledevelopment/development-agenda>

how the SDGs were created. Help participants to understand the creation by drawing parallel from the activity.

➡ REAL WORLD CONNECT (35 minutes):

Do:

Place all the 17 goals³⁸ in the different parts of room and place one chart paper with each goal.

Say:

Go to different Sustainable Development Goals and think where you encounter these goals in your daily life.

You have to choose one sustainable development goal with which you feel connected and go and stand over there and write 2-3 ways in which you will engage with it on a chart paper.

Every person will write on the chart paper kept near each goal and discuss with other people in the same group about what you are going to do.

After 30 mins, ask participants to go around and have a look on charts of other charts in order to understand other ways to engage.

Say:

Thank you for an engaging discussion. We will now write/draw on this big canvas by writing our answer to the question, 'What I am going to do different today regarding Sustainable Development Goal which I feel closest to.'

Do:

Set up a big canvas in an open area with paints and brushes available. This canvas can be used for display at office, event, outdoor space etc. as young people's commitment to Sustainable Development Goals.

³⁸<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

➔ **CLOSURE (8 minutes):**

Do:

Share with participants the other spaces and opportunities for them to engage to get to know themselves deeper and the society in depth as well. Share the programme journey with the participants and take sign ups.

Take Feedback from the participants on the workshop.

Module 2: Youth Adda

2.5 Out of Sight, Out of Mind- Health and Stigma

PURPOSE:

Stigma around various health issues is widespread and can act as a barrier to realizing Sustainable Development Goals. This session builds an understanding of stigma around health issues and makes the participants identify issues faced by people because of them. Through group discussions, participants determine how we perceive issues pertaining to health. In this Youth Adda, we explore the steps young people can take to reduce stigma and ensure health and well-being for all, enabling participants to come up with individual actions to break these stigmas and work towards building an inclusive society and creating awareness about health issues and health care.

OBJECTIVES:

By the end of the session, the participants will be able to:

- Explore portrayals of stigma through media and list steps for positive perception.
- Recognize relevance of Sustainable Development Goal no. 3 - ensure healthy lives and promote well-being for all at all ages.
- Learn how to create safe and inclusive spaces for people who are going through health issues to help them cope with it.
- Identify steps that can be taken for eliminating stigma.

KEY TAKEAWAYS:

- Advocate for stigma free media portrayal.
- Take steps to ensure well-being.

SESSION 1 | TIME: 150 Minutes³⁹

This session can be run with an audience size of 50-100 people.

SUMMARY SESSION PLAN:

Stage	Key Ideas	Methodology	Resource Material	Time
Ice breaker	Participants will be able to break the ice and get to know each other.	Candy game	Candies of 3 colours.	20 minutes
Mind Jog	Identify the stigma associated with health issues.	Explore continuum of Health	Pens, paper, markers	20 min
Personal Connect	Connect to the topic of health and relate it with one of their past experiences/story.	Reflection	Paper, pens	20 min
Information Exchange	See the Interconnections of health as a global issue. Portrayal of health issues in popular culture may or may not take empathetic portrayal into account.	Movies clips	Projector, laptop, chart paper, markers, pens, white board.	30 min
Information Application	Recognize empathetic response to people suffering from health issues.		White board Markers	20 min
Real World Connect	Pledge individual actions that they can take to address stigma, help a friend or to bring these conversations in the real world, applying what they have learnt.	Pledge Wall	White board Markers Sticky notes	35 min

³⁹15 minutes for introduction and closure

HOW TO RUN THE SESSION:

➔ INTRODUCTION AND ICEBREAKER (7 minutes):

Say:

Welcome all of you to our “Youth Adda: Out of Sight, Out of Mind” Youth Adda is an open space to engage young people in dialogue by sharing views and listening to others to form an informed worldview. Today we will be talking about how we perceive people and the world around us.

Do:

Introduce yourself and other facilitators and briefly introduce the programme.

Say:

We will play a small game to know each other better.

Do:

Ask all participants to form a circle. Keep a Pile of different colored candies in the middle. Tell everyone to pick up as many candies as they like with a maximum of 4.

Note: there should be enough candies for everyone.

Do:

Have the following written on a board.

- Green candies are for Hobbies
- Pink candies are for Experiences
- Yellow candies are for fact about where you are from.

Say:

Each colour of the candy symbolizes a different thing.

- Green candies are for Hobbies
- Pink candies are for Experiences
- Yellow candies are for fact about where you are from.

Everyone say their name, where they are from, work/study then a fact about themselves which will be determined by the colour of the candy that you have with you.

➡ **MIND JOG (20 minutes):**

Say:

Let us do an activity to get us started!

Do:

Draw a line representing a spectrum with one end marked as healthy and the other as unhealthy.



Keep cards with descriptive words such as confident, obese, depressed, ready in a basket/ bowl.

Note: These words should represent terms that denote stigma and denote well-being all mixed up together.

Do:

Walk around the room and let everyone pick up one card for themselves. Ensure that you have at least one card per student.

Say:

Each card includes a term that is used to describe a person in relation to their health.

Take two minutes to think over the word you have and then come and place it anywhere on the continuum as you think is appropriate.

Facilitator's Tip:

✿ Explain activity again properly if some people seem confused.

After the activity,

Say:

Thank you everyone. Now let us all come back together as a group and sit in one circle.

Now, since all of the cards have been placed along the continuum, take a walk up and down the continuum and have a look at where others have placed the terms.

Ask:

A few participants to share the term they had in their card, where they placed it in the continuum and why.

Possible Responses:

"I feel this is how it is supposed to be. It is fixed about how you feel if you are suffering from some health issue that has a stigma attached to it."

"It was confusing as anyone can feel anything, how do I differentiate?"

Ask:

Why are most of the terms denoting some sort of stigma down one end?

Note: Take a few suggestions from the participants.

Say:

Sometimes our definition of what is healthy and what is not depends on what we see around us. These observations and experiences force us to categories emotions and feelings where some are seen as good and some as bad which then tends to get stigmatized, which can lead to discrimination in the long run.

 PERSONAL CONNECT (10 minutes):

Say:

Thank you for taking part actively in the last activity. Going ahead, let us reflect a little bit on our own experiences.

Write down one incident/experience/story from your life where you or anyone close to you has gone through any medical issues.

Also write how did people around you respond to it and how did their response make you feel.
If you don't have an experience to share, you could think of something that someone else around you might have gone through.

Be honest to the space and trust the space. If you do not feel like sharing, you can choose not to share.

Ask:

Ask participants to share their experiences of people's responses to their emotions/feelings.

Do:

Write them down on a board as participants are sharing.

Note: As the participants share the responses should be noted down on the board into two columns. Responses that are empathetic should be put on one side and those that are not should be kept on the other side.

Do:

Generate responses from the audience on what the two columns could be labelled as.

Ask:

What do these two sides represent?

How did you feel when you received a response from each of these sides?

Possible Responses:

"In cases where the person takes out time to listen to you rather than just blame, made me feel that I could approach the other for support."

 INFORMATION EXCHANGE (30 minutes):

Do:

Keep people seated in their same groups as the previous activity.

Say:

So what we are going to do in this next activity is present you with some movie clips. Some you might be acquainted with, some you might not.

Take time to watch the clips carefully and note in each example, characteristics, emotions, behaviors.

Note: The selection of movie clips should depict stigmas related to health issues in various settings. The clips must also show other people's responses to the patient. Clips depicting issues such as HIV Aids, Tuberculosis, Mental health issues etc. can be picked up for this activity.

Do:

Play 4-5 different clips, depending on the time and no of groups available.
Give each group paper and pen.

Say:

Now what you have to do in your groups is, write down how other people reacted/responded to what the person is going through.
Also make another column which detail out what you think should have been the ideal response.

After the activity:

Ask:

Ask the participants to create points of what they understood and present it to the larger group.

Say:

Now all the groups will share what they wrote. Team 1 will share for the first clip, team 2 for the second clip and so on.

➡ **INFORMATION APPLICATION (40 minutes):**

Do:

As the groups are sharing their insights, write them out on the big board for everyone to see, both responses captured as well as the ideal responses that the groups have come up with.

Once everyone is done, build consensus on what everyone thinks an appropriate response could be.

Say:

Now let us go back to the responses which we had written for our own personal issues and identify if the responses which we said were positive and welcoming in our personal situation, match with the ideal responses which we are looking for in these clips.

These responses can be called as empathetic responses. Empathy can be understood as the ability to understand and share the feelings of another.

Although all styles of responding are important, empathy is an essential part of how we respond to people and issues which bother them, empathy is essential so that we can understand the other person's point of view. When we understand the person, it is easier for us to gain more information about the persons' feeling.

Empathy soothes a person's feelings. People can also give advice if necessary or even give confronting responses. If you start with advice or confrontation, as we quite often do, the other person may feel threatened or feel that you are not interested in listening to him/her. Therefore, empathy is the first step to build a positive relationship and freely talk about stigma issues related to health and well-being. Connecting everything that we have done so far, we realize that there are certain types of stigmas attached to the issue of health.

➡ REAL WORLD CONNECT (35 minutes):

Say:

As young people who are invested in creating a sustainable world, please write down one pledge or any action you will take or do differently create an environment which is respecting of those around you.

We have passed around some sticky notes and we hope that you may like to write an individual pledge for yourself about something that has changed your perspective or something that you would like to do upon leaving this space.

This will enable all of us to realize Goal 3 of the Sustainable Development Goals, which is dedicated to the promotion of health and well-being, and access to health care along with making institutions accountable all levels and also making people aware about issues related to health and well-being world.

Do:

Pass around pens and sticky notes.

Ask:

Ask the participants to share them one by one in a large circle and paste it on the “My pledge wall”.

➡ CLOSURE (7 minutes):

Do:

Share with participants the other spaces and opportunities for them to engage to get to know themselves deeper and the society in depth as well. Share the programme journey with the participants and take sign ups.

Take Feedback from the participants on the workshop and thank everyone for authentically challenging themselves and sharing their stories during the workshop.

MODULE 2: YOUTH ADDA

2.6 Gender Bender

PURPOSE:

This session helps participants in understand about the gender norms which exists in the society and their effects on the individual's growth and on the societal structure. This will also help participants in understanding about how gender is a social construct and steps they can take towards ensuring Sustainable Development Goal No. 5 – Achieve Gender Equality and empower all women and girls.

OBJECTIVES:

By the end of the session, the participants will be able to:

- Identify the existing norms associated with gender in society
- Analyze the effect of the identified norms on individuals
- Take stance in order to break their own normative notions for the gender

KEY TAKEAWAYS:

- Gender is socially constructed identity
- We create gender norms based on stories we hear from surroundings

SESSION 1 | TIME: 150 Minutes⁴⁰

This session can be run with an audience size of 50-100 people.

SUMMARY SESSION PLAN:

Stage	Key Ideas	Methodology	Resource Material	Time
Ming Jog	Identifying the existing norms for gender in society	Find a Word Game	Slide with Words, A4 sheets, Pens	20 mins
Personal Connect	Reflect and identify gender stories in their own life	Visualization & Reflection		30 mins
Information Exchange	Understanding the effect of gender stories on individual and society	Discussion		40 mins
Information Application	Identifying ways to break story in their own lives	Presentation and discussion		20 mins
Real World Connect	Taking a pledge in order to break gender norms	Pledge		25 mins

⁴⁰15 minutes for introduction and closure

HOW TO RUN THE SESSION:

INTRODUCTION (7 minutes):

Say:

Welcome all of you to our “Youth Adda: Gender Blender!”. Youth Adda is an open space to engage young people in dialogue by sharing views and listening to others to form an informed worldview. Today we will be talking about Norms related to gender and how they impact us as an individual.

Do:

Introduce yourself and other facilitators and briefly introduce the programme.

MIND JOG (20 minutes):

Do:

Prepare a picture full of normative words for both different genders like supportive, angry, caring, lovely, cute etc. and project it in front of participants like one as below.



Say:

You need to choose words with which you relate with most according to your gender reality. You can select words even if you feel that they might be related to your gender reality even if they do not apply to you.

Once everyone has finished writing.

Ask:

If you will comfortable, please share the words with which you feel associated with.

Do:

Start writing the words into different columns marked as Male, Female & Others while participants are sharing.

For ex. If a male participant has chosen provider, write them under column in male category.

Say:

We will get back to this at the later stage.

Facilitator's Tip:

✳ *Make sure that in after the activity you figure out words which are not common in different category & highlight them*

➡ PERSONAL CONNECT (20 minutes):

Say:

Kindly close your eyes and focus only on what I say. At the end of the activity, spend time with yourselves to gather your reflections and write them on the sheet in front of you.

Take a few minutes and think for the times when you were a kid and you were told to do or not to do something because of being a boy or a girl.

The times when someone told you "Don't be, Do this or Act like this, because you are a boy or a girl".

- What was said to you?
- When was this said to you, how old were you?
- Who said it?
- How did you feel?

Do:

Write the above pointers on a whiteboard or flipchart for students to reflect on after the activity. Reiterate these pointers for the participants to clearly reflect.

Take few responses from at least 6-8 participants belonging to different gender using Popcorn method⁴¹

⁴¹ Popcorn method refers to a method of facilitation where whoever wants to speak can begin, without any pre-decided order. It might or might involve the entire group sharing their ideas

Facilitator's Tip:

✧ *The responses from the participants will be of different nature i.e. role, attire, body, expression or behavior based on their gender. Try to cover a variety in the responses coming from the participants.*

Ask:

Let's go back to our responses from first activity.

- Do we see any pattern over in these words?
- Do we see any norms for each gender?
- Is there any word that makes them uncomfortable still they associated to it? Why?

Take few responses again using Popcorn Method

Say:

In our society, there are certain norms associated with each gender and we have been constantly reminded from our childhood to behave in certain manner only. Gender is socially constructed idea, where society and culture created gender roles which are prescribed as ideal or appropriate behaviour for a person of that specific gender.

INFORMATION EXCHANGE (60 minutes):

Say:

Let us see the presentation to see the effect of gender norms on individual and the society.

Do:

Show the series of images to the participants

Facilitator's Tip:

✧ *Prepare a series of at least images beforehand which shows the normalisation of gender in advertising, products marketing etc.*



Source⁴²

⁴² <https://ftmark.wordpress.com/tag/gender-identity/>



Source⁴³

⁴³ <https://thesocietypages.org/socimages/2011/04/27/some-men-just-need-to-be-slapped-policing-masculinity/>



Source⁴⁴

⁴⁴ http://sevenisthemagicnumber.blogspot.in/2013/04/seven-of-most-sexist-ads-ever_19.html



Source⁴⁵

Ask:

- How these norms affect us individually?

Say:

Let us go back to the words we had selected at the beginning

Ask:

What do these denote for gender?

Say:

These norms shapes our thinking to be like a boy or a girl and if we drift away from these norms it is not considered a socially accepted behavior. For example;

- A boy who chooses to stay away from playing outdoor games and instead chooses to stay in the class and read and is soft spoken is often found to be teased by his peers and others.
- A girl who laughs loudly and is outspoken in front of people (elders, boys etc) is considered to be without manners.

Ask:

- Where do these emerge from?

⁴⁵ <http://drrichwier.com/2014/07/06/male-homosexuality-crisis-masculinity/>

- How do we form our stories related to gender?

Say:

It emerges from the stories we pick from media, school, colleges etc. This kind of labelling affect people from all gender and the whole concept of gender becomes oppressive for everyone.

Key Points

Norms for each gender is socially constructed.

➔ INFORMATION APPLICATION (30minutes):

Do:

Divide participants into the groups of 3 or 4 (facilitator need to take a call on this depending upon the number of participants)

Say:

As we have seen about the norms which exist in society and its effect on individual & society. Now what we can do?

In your group, discuss about:

What stops me to go against the norms?

How do we equip ourselves in order to challenge the norms?

Do:

Take responses from each group.

➔ REAL WORLD CONNECT (25 minutes):

Say:

As all of you shared many different ways in which we can challenge the norms. Now I would invite you to think of one action that you will take after today's workshop in order break these norms for their own selves.

Write it on a sticky note and paste it on the Pledge Wall.

Do:

Place a chart paper on the with the heading "Pledge Wall"

➔ CLOSURE (8 minutes):

Say:

Thank you everyone for being a part of this adda and authentically challenging themselves and sharing their stories.

Do:

Share with participants the other spaces and opportunities for them to engage to get to know themselves deeper and the society in depth as well. Share the programme journey with the participants and take sign ups.

Take Feedback from the participants on the workshop.

Module 3: Foundation Retreat

PURPOSE:

The Foundation Retreat is a workshop which will be the third stage of the journey where participants will be relating the 4 themes of the program, Peace, Sustainable Development, Global Citizenship and Deep Self Awareness with their own lives. This workshop builds the interest of participants to engage with the issues of PSG and motivate them to engage and take action through the program. This workshop will enable the participants to have a picture of the entire journey which will help them to discover their interest areas and learning opportunities.

OBJECTIVES:

By the end of the workshop the participants will be able to:

- Define Peace, Sustainable Development and Global Citizenship in accordance to the Sustainable Development Goals (SDG's) and its relation to their own life
- Identify the inter-linkages and interdependencies between local and global issues through the Systems Thinking Model
- Articulate how conflicts arise due to differential prioritization of Values and apply ESCA Model for resolution
- Develop critical thinking skills to interpret PSG based Self and Social Narratives (Stories) effectively

KEY TAKEAWAYS:

- Be aware of the interconnections and inter-linkages within communities and issues related to PSG and Self.
- Recognize conflicts and building empathy and identify barriers in building relationships with 'others'.
- Take informed stances on social issues based on awareness of governing values and creating informed shifts in their own life and being able to re-script their own limiting narratives.
- Engage with YESPeace India SMILE Programme to act in my immediate environment.

SUMMARY SESSION PLAN

S. No	Topics	Time
1	Anatomy of Sustainable Development, Peace and Global Citizenship	1 Hour 45 Minutes
2	Learner for life: David Kolb's learning style model	1 Hour 30 Minutes
3	Self, Identity and Identification: • Reflective Thinking	4 Hours
4	Systems Thinking: • Establishing the Laws of Systems Thinking • Sustainable Development Goals: Evolution and relevant targets for PSG • PSG Policies across the world • Sustainability: Dilemmas	2 Hours 30 Minutes
5	Symbolic Ability of Human Beings: • Hopes and Fears, Identifying and Managing Emotions • Right Questions • Interpreting and Creating Authentic Stories: Dealing with Fears and Hopes	3 Hours
6	Value Ranking: • Inter personal conflict resolution • Non- Violent communication • UN Peacekeeping and Peace building processes (Reading)	2 Hours
7	Building Agreement: • ESCA model (Empathy, Searching, Care-fronting and Co-advicing) • Active Listening	2 Hours

Context Setting and Ground Rules

OBJECTIVES:

- Introduction to YESPeace India SMILE Programme and setting up the context of the upcoming workshop
- Setting up ground rules which will be followed for the duration of workshop
- Breaking the ice between participants and ensuring that each participant connects with other people who they don't know from before

SUMMARY SESSION PLAN:

Stage	Key Ideas	Methodology	Resource Material	Time
Mind Jog	Introduction of facilitators and name game to remember names.	Energizers		10 min
Personal Connect	Articulating individual purpose for being part of the programme.	Reflective writing	Pen Paper	15 min
Information Exchange	Agreeing on common ground rules for the workshop.	Interactive	Crew contract Pen Bowl Glass Bottle of water	30 min
Real World Connect	Signing up the Crew Contract and adding to the established ground rules. Bringing the group together.	Discussion		15 min

HOW TO RUN THE SESSION:

MIND JOG (15 minutes):

Ask:

Ask the participants to stand in a circle. Tell them that we are going to play a game.

Lay out the rules of the game in the following way;

Say:

I will make a statement and all those who identify with it should exchange places with each other. You can exchange places across, diagonally or side-ways. You can occupy the place vacated by another, but you cannot displace anybody. Anybody who fails to find a vacant place will become 'it' and must take my place and run the game.

Do:

Begin the game by calling out sentences like 'those who have been part of course on Gender Movement'; 'those who have worked with a civil rights movement', and so on. The statements need to be regarding any active engagement made by the participants.

At some point, occupy a vacant place, thus leaving a player at the center to continue running the game. *Continue the game for 5 minutes.*

Say:

We played this activity to break the ice between all the participants and to initially understand what are the things that we are passionate about and to understand how active are we about taking part in movements or being involved in issues around us. To bring everyone on the same page and to realize that small steps count just like all of you coming together for this workshop is also a step which will matter in changing things around you.

Do:

Introduce yourself and the organization briefly.

PERSONAL CONNECT (15 minutes):

Ask:

Write on a piece of paper – 'What is the purpose of this programme for you?'

Do:

Give 5 minutes to participants to write it down.

Ask:

Please share what you have written with everyone by reading it aloud.

Do:

Collect the papers and put it on a flip chart for everyone to read on a soft board/display board in the room.

Say:

To achieve the purpose of this workshop there are a few commandments we need to abide to, from our own experience we have seen that this can enable all of us to be on track and keep our focus on learning.

INFORMATION EXCHANGE (30 minutes):**Do:**

Keep a bowl, glass and a bottle of water in front of you as you start reciting the story. When you get to “he began pouring tea...” start pouring water from the filled bottle into the glass which is kept inside a plate/bowl. Ensure that when you reach the end of the story, the glass is filled and water has spilled outside.

Say:

Let me recite a story:

A professor decided to study Zen philosophy. So, he went about learning about Zen in his own academic way and soon he had some command over it. He read a lot of books, surfaced web sites and attended many conferences. He presented a paper on Zen philosophy in a conference for which he received a lot of acclaim. At the end of conference, only one wise and old man remained. The professor asked him’ how he’d liked his paper. “Nice”, he said “But if you really want to master Zen philosophy you have to meet the Zen master and learn from him’.

So, he decided to climb the mountain and meet the Zen master who lived in a small hut at the top. He reached the hut by four o’clock in the afternoon. The Zen master greeted him and offered him tea. The Professor accepted the offer and sat on a chair near the table. The Zen master was going through the traditional ritual of making tea, so he was silent. The professor could not handle the silence and began talking about his purpose of visiting the master. He was full of his own thoughts on Zen and began talking about his own mastery over the subject during the monologue.

All this time the master was silent. He began pouring the tea in the cup. The Professor continued talking. The cup was full and now the tea started spilling out of the cup and then on the table. The master continued to pour the tea but the professor did not notice. He kept on talking. Finally, the tea fell on his lap and almost scalded him. He shouted and said “Master, can’t you see, the cup is full and spilling over’. The master in his calm voice replied ‘Just like you, professor. You are so full of yourself that anything that I pour will spill out. So, go back, empty your cup and then we can talk about Zen’.

Ask:

What did you understand from this?

Possible audience responses:

“Have to empty old knowledge to take in new inputs.”

“To learn new things some old assumptions and stereotypes have to be kept aside.”

Say:

Just like the professor, if we do not empty our cup and presume that we know everything, we will never be able to learn anything new. Your past experiences are important but it is also essential to keep them aside and be open to new experiences and learning.

“This is our first commandment – **Empty your cup**”

Ask:

Do we all agree to this?

Do:

Write on a chart paper which will be put up for display.

Say:

Another ground rule will be evident from this next exercise we'll do together.

Raise your hands parallel to the ground. Now fold your hands in front of your chest. Observe your natural style of folding your hands, note carefully which hand is on top and which below.

Please unfold your hands and fold them in the opposite way, which means, the hand which was on top the last time goes below and vice versa.

Ask:

After a few seconds,

How do you feel when you make the change?

Potential audience response:

“Uneasy and uncomfortable”

“Feel like immediately going back to natural style”

Ask:

We could have sustained this change through attention and effort. We are creatures of our habits. We find it very difficult to get out of our comfort zones. Similarly, we fall into our accustomed behavior patterns when presented with a stimulus. Resistance to change is natural and can be overcome and there will always be a tendency to immediately go back to the old habit. Conscious efforts can only make the change in the habit sustainable. People get into comfort zones – behavior patterns that they are used to. However, the greatest learning comes from moving out of these comfort zones.

Do:

Ask one volunteer to read out the second commandment from the crew contract: **Get uncomfortable.**

Ask:

What do you understand from this?

Say:

Going out your comfort zone and challenging yourself will lead to real-life experiential learning. You must continue to learn from such experiences.

Ask:

What is one significant learning experience? Where and how did the learning come out?

Take one or two responses.

Say:

Most of our crucial transformational learning comes from life experiences and not in a classroom. It is important to be aware that “I can learn from the whole world, different people, and different places.” Learning is the purpose of life and the only purpose of this programme.

This is the third commandment: **World is my classroom.**

Do:

Ask one volunteer to read out the fourth commandment: **Fun is serious business.**

Have discussions among group and note down thoughts that emerge.

Ask:

What does Fun mean to you? What do you understand by this commandment?

Say:

The fourth commandment is: **Fun is serious business.** Fun is a crucially important part in any learning. All the methodologies we use have fun as a primary component to ensure that you all learn a lot through fun during your internship.

Do:

Ask a volunteer to read out the fifth commandment: **We laugh with people, not at people.**

Discuss among group and note down responses.

Ask:

What do you understand from this? Share your thoughts.

Say:

All of you are from different backgrounds, but we are all in this together. FUN is free of cost; nobody pays for it. Let us not have fun at someone else's expense.

Do:

Read out the last commandment: **The more you give, the more you get.**

Generate discussions among the groups regarding the commandment and note responses.

Ask:

What do you understand by this? What does this commandment mean to you? Share any insights.

Say:

This is the last commandment. The more you interact and get involved, the more you will learn and have fun. The journey is yours we are only navigators to support you through this.

Close by saying:

There is one more commandment which I would like to add. It is the **“Law of two feet”**. To make the most of this experience, you must be here in every way possible. It at any point of time, you feel distracted/disoriented and want to step out of any session, you are free to do so. You cannot be in two places at the same time. It is important to share and seek support if you feel this way.

REAL WORLD CONNECT (15 minutes):

Say:

Since we all have agreed to these commandments together let's sign on these with our non-preferred writing hand first and then the preferred hand. We might experience a lot of instances which might feel uncomfortable in the beginning but please remember that is where the kernel of learning will lie, so let us make a start by trying to do things differently!

This workshop is also our testing ground and to build learning together let us take ownership for this space by taking up roles which you would be responsible for and to ensure that all of us can learn together.

Note: *The Crew Contract is attached in the **Annexure 3.1.1** and attached in the Participant Journal.*

Ask:

Ask the participants to add some ground rules to the list, if they feel something is missing out.

Do:

Prepare a list of things that need to be taken care of as part of the workshop like, cleaning, cooking, stationery maintenance, time management etc.

You might also want to create a list of Do's and Dont's in a non-threatening way which can guide the conduct within the workshop space – this can be about use of mobile phones, smoking rules etc.

Ask:

Sign up for things that you would like to take on and we will go back to this list every day to make sure that all of us are together and are being able to take the group along.

ANNEXURE 3.1.1

THE CREW CONTRACT

Clause 1: EMPTY YOUR CUP

Our cups are overflowing with experiences, judgments, stereotypes... to learn anything new you must empty your cups, throw away your old baggage, and make space for new experiences.

Clause 2: GET UNCOMFORTABLE

We believe real experiential learning comes from taking risks, challenging yourself and getting out of your comfort zones because as G B Shaw said "Progress is made by discontented people."

Clause 3: THE WORLD IS YOUR CLASSROOM

But don't treat the community as your guinea pigs. We enrich your inner being by helping you to connect with your surroundings, to understand your place in the universe and to realize the influencing power you must impact it. The experiment is on..... with a sense of responsibility and sustainability towards the project and the affected community.

Clause 4: FUN IS SERIOUS BUSINESS

We promise you load of fun while you work and learn during your internship with us. Our methodologies have been researched and developed with fun being an integral part and we constantly renew them adding a contemporary zing every year.

Clause 5: WE LAUGH WITH PEOPLE NOT AT PEOPLE

The Crew is from diverse backgrounds but we are all in it together. FUN is free of cost. Nobody else needs to pay for it. So, let's not have fun at somebody else's expense.

Clause 6: MORE YOU GIVE, THE MORE YOU GET

Sorry if we sound 'in charge' but actually you are the chief navigator. Because this is your journey we're only facilitators who can help you map possible routes, and share some of our learning from previous journeys.

SMILE Volunteer

Friend, Philosopher & Guide

Development: Within and Beyond

OBJECTIVES:

At the end of the session, the participants will be able to:

- Define the themes Sustainable Development, Global Citizenship and Peace
- Articulate the link between distribution of resources and equity of access
- Identify the concept of Sustainable Development and its inter connections to personal aspirations and choices

KEY TAKEAWAYS:

- Understand the definition of sustainable development, global citizenship and peace and how they are interlinked.
- Differentiate the difference between development and sustainable development and what are some of the impacts both brought in our society.
- Recognizing the method of development and its unequal distribution of resources and opportunities.
- Challenge why development is our only answer for all social and economic problems and at the same time development is bringing society closer to the materialism and pushing us away from relationships.

SUMMARY SESSION PLAN:

Stage	Key Ideas	Methodology	Resource Material	Time
Mind Jog	Make connections with the term 'development'	Activity: Word Association	Ball	5 mins
Personal Connect	Define Sustainable Development, Global Citizenship and Peace	Discussion	Sheets Pens	10 mins
Information Exchange	Experience inequality with respect to access to resources	Game: Two Circles	Toffees, approximately 3 times as many as the number of participants	30 mins
Information Application	Develop linkages between various facts related to development	Small group discussion and presentation	Chart papers Markers A full set of facts (Annexure 1)	40 mins

Real World Connect	Understand the themes Sustainable Development, Global Citizenship and Peace	Discussion	Chart Markers	20 mins
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HOW TO RUN THE SESSION:

MIND JOG (5 minutes):

Ask:

Ask the participants to sit in a circle. Throw a plastic ball to any one participant and ask her/him to state the first word s/he associates with the term 'development'. *Note down the word association on the board.*

Ask her/him to now throw the ball to another player, and ask the catcher to share another term associated with development.

Say:

This is how the activity will go on and let it continue for a while.

Ensure that the ball is passed very quickly from one participant to another, and that each participant gets a chance to make a word association.

Do:

Sum up the various words on development that come up through this game and create a definition for 'Development'.

Note: Typically, these are words such as roads, electricity, flyovers, dams, trains, money, progress, etc.

PERSONAL CONNECT (10 minutes):

Say:

Write down the definition of the terms 'Sustainable Development', 'Global Citizenship' and 'Peace'. You can write whatever these terms mean for you.

Ask:

Ask the participants to keep their sheets aside.

Say:

We will come back to these terms later after playing a game.

INFORMATION EXCHANGE (30 minutes):

Do:

Ask the participants to call out the numbers 1 and 2 in turns. Ask the participants who called out the number 1 to sit in a small circle in the center of the room. Ask the rest to form a larger circle surrounding the smaller circle.

Note: Two concentric circles will form as a result. Place some toffees in the middle of the smaller circle, and give the following instructions:

Say:

Once I say 'go', a race to pick up the toffees will begin. You can pick up only one toffee at a time. You can use only one hand to pick up the toffees. You cannot break the circles or change places.

You can pick up as many toffees as you want, but remember you can only pick them up one at a time. *Play at least 3 rounds of the game.*

Note: Replenish toffees each time. Build excitement around the activity.

At the end of the 3 rounds,

Say:

The players can ask for toffees from others if they want to, but can only take them if someone is willing to share them.

Do:

Once the activity is over, initiate a discussion around the following:

- How was the activity? (Get 5-7 responses)
- How did it feel to be a part of the inner circle? (Write responses on board)
- How did it feel to be a part of the outer circle? (Write responses on board)

Ask:

Ask the participants to relate the activity to social realities, by asking the following:

- What would be the real world equivalent of the 'toffees' and who would comprise the inner and outer circles?
- Where have you noticed these inequalities in real life?
- Who is in the outer circle/ inner circle, in the real world?

Facilitator Note: Note down the responses on the chart while the participants are sharing.

INFORMATION APPLICATION (40 minutes):

Do:

Divide the participants into 4-6 smaller groups.

Say:

Use the discussions that took place after the earlier activity about where they have noticed inequalities to divide the participants, i.e., group the participants who are aware of similar issues together.

Do:

Give each group 1 set of pre-prepared facts (Refer to **Annexure 3.2.1**).

Facilitator Note: Try to distribute the facts as per the issues that the groups are concerned about. For example, the group that mentions water as an area of inequality should be given the set of facts related to water. In case you are unable to match their concerns with the facts you have, distribute the facts randomly.

Say:

Each sub set represents a resource (which was represented by toffees in the previous activity). Ask the groups to discuss and establish linkages between all the 3 facts.

Inform them that they will present these discussions to the larger group. While they are discussing each set of facts, they should also try and understand who forms the inner circle and the outer circle with respect to each of these resources.

Facilitator Note: Go around in the groups to facilitate the discussions so that the participants are able to establish the linkages more easily.

Ask:

Ask each group to make its presentation. Encourage the members of the other group to question and add their inputs/ insights into each presentation.

Do:

Facilitate a discussion with the groups on what would happen in the future if the trends mentioned continue.

Note: Typical answers include chaos, violence, riots, and unfair world.

REAL WORLD CONNECT (20 Minutes):

Continue the discussion from the previous activity,

Say:

Go back to the sheet where you had written the definitions for Sustainable Development, Global Citizenship and Peace. Read the statements that you had written.

Ask:

Do you think that these trends are impacting our society negatively?
Take a few responses.

Say:

One of the key social conflicts we are facing today, i.e., one of unbridled 'development' characterized by globalization, free markets and trade. The human impact of this kind of development is often hidden by the emphasis on improving per capita incomes or increasing exports, because measures such as these are averages, which mask the millions that continue to exist below the poverty line, in subsistence economies.

We live in an interconnected world and our privileged lives are subsidized by the marginalized sections of society. Most of the products and services that we urban dwellers take for granted are provided to us by the 'outer circle' - those who often cannot enjoy the same privileges. Poverty exists not because there is a dearth of resources in the world but because they are inequitably distributed. The principal problem is that many people in the world do not have sufficient land to grow, or income to purchase, enough food.

One needs to challenge the current paradigm of development, which is dominated by the economics. Development needs to be holistic where the human as well as the ecological aspects are considered. Because the biggest negative impact is on us and this human race where we are disrupting our environment, being violent with our own people and being ignorant to all these issues by not taking an action.

Say:

Let's now define these themes again collectively keeping all the discussions in mind. Share the proper definitions of the themes. *Write down these on the chart.*

Sustainable Development:

The Brundtland Commission's report defined sustainable development as "development which meets the needs of current generations without compromising the ability of future generations to meet their own needs".⁴⁶

Global Citizenship:

"Refers to a sense of belonging to a broader community and common Humanity. It emphasises political, economic, social and cultural interdependency and Interconnectedness between the local, the national and the global."⁴⁷

Peace:

"Peace Occurs between heterogeneous social groups and is characterized by a lack of conflict and freedom from fear of violence. Commonly understood as the absence of hostility, peace often involves compromise, and therefore is initiated with thoughtful listening and communication to enhance and create mutual understanding."

⁴⁶Ref: World Commission on Environment and Development (Brundtland Commission) report in 1987

⁴⁷Ref: Published in 2015 by the United Nations Educational, Scientific and Cultural Organization, 7, place de Fontenot, 75352 Paris 07 SP, France



Close by saying,

In the next few days, we will be picking up one of the themes and try to understand it much deeper and see how we as individuals are connected to these themes. This was just an introduction to these themes on which the YESPeace Programme has been designed on.

ANNEXURE 3.2.1

Sets of facts to be distributed among the participants:

Set 1: WATER

85% of the world population lives in the driest half of the planet. 783 million people do not have access to clean water and almost 2.5 billion do not have access to adequate sanitation. 6 to 8 million people die annually from the consequences of disasters and water-related diseases. About 66% of Africa is arid or semi-arid and more than 300 of the 800 million people in sub-Saharan Africa live in a water-scarce environment. The amount of water I use in a day _____

Set 2: HEALTH

There are about 1 billion people around the world that do not have proper access to health care. These people are living way below the poverty line on less than one dollar per day. About 2.3 million people each year, mostly in underdeveloped countries, die from eight preventable diseases each year because they were not vaccinated. The average consultation fees charged by a doctor in my hospital _____

Set 3: UNEMPLOYMENT

The global unemployment rate stood at 6.1 per cent in 2015. In 2013, there were about 157.1 million unemployed workers throughout the world's developing nations. At 39.4 million, East Asia accounts for one in every four jobless people throughout the developing world. Globally, women and youth (aged 15 to 24) are more likely to face un-employment than men and adults aged 25 and over. In all regions, except Eastern Asia and the developed regions, the unemployment rate among women is higher than that of men. My preferred choices for food, shopping, entertainment _____

Set 4: EDUCATION

In 2013, the latest year for which data are available, 59 million children of primary-school age were out of school. Estimates show that, among those 59 million children, 1 in 5 of those children had dropped out and recent trends suggest that 2 in 5 of out-of-school children will never set foot in a classroom. However, in 2014, between 40 per cent and 90 per cent of children failed to achieve even minimum levels of proficiency in reading, in 10 African countries, and in nine of those countries, between 40 per cent and 90 per cent of children failed to achieve minimum levels of proficiency in mathematics. Is not getting formal education an option for you? _____

Set 5: HOUSING

A "United Nations global survey in 2005" found that an estimated 100 million people (1 in 65) are homeless worldwide, and as many as 1 billion people live as squatters, refugees or in temporary shelter, all lacking adequate housing. "Habitat for Humanity" estimated in 2015 that 1.6 billion people around the world live in "inadequate shelter". My house/my room _____

Set 6: FOOD

Globally, one in nine people in the world today (795 million) are undernourished. The clear majority of the world's hungry people live in developing countries, where 12.9 per cent of the population is undernourished. Asia is the continent with the hungriest people; Southern Asia faces the greatest hunger burden, with about 281 million undernourished people. In sub-Saharan Africa, projections for the 2014-2016 period indicate a rate of undernourishment of almost 23 per cent. My food habits _____

Set 7: GENDER

Recent global prevalence figures indicate that about 1 in 3 (35%) of women worldwide have experienced either physical and/or sexual intimate partner violence or non-partner sexual violence in their lifetime. Most of this violence is intimate partner violence. Worldwide, almost one third (30%) of women who have been in a relationship report that they have experienced some form of physical and/or sexual violence by their intimate partner. Globally, as many as 38% of murders of women are committed by an intimate partner. Women in my family _____

Set 8: ENVIORNMENT

Between 1990 and 2015, the world's forest area diminished from 31.7 per cent of the world's total land mass to 30.7 per cent. Toxic pollution affects more than 200 million people worldwide. In some of the world's worst polluted places, babies are born with birth defects, children have lost 30 to 40 IQ points, and life expectancy may be as low as 45 years because of cancers and other diseases. Air pollution kills more than 2 million people each year, according to a study published in the journal Environmental Research Letters. The number of cars, air conditioners and refrigerators my family owns _____

Set 9: POVERTY

In 2015, 10.2 per cent of the world's workers were living with their families on less than \$1.90 per person per day, down from 28 per cent in 2000. Young people are especially likely to be among the working poor: 16 per cent of all employed youth aged 15 to 24 were considered working poor, compared to 9 per cent of adults. Globally, 18,000 children still die each day from poverty-related causes, and only 28 per cent of employed women are effectively protected through contributory and non-contributory maternity cash benefits. The cost of my shoes, my pizza, my movie ticket _____



Learner for Life: David Kolb's Learning Style

OBJECTIVES:

By the end of the session, the participants will be able to:

- Identify their own natural preference for learning
- Articulate the learning style where there is a need to flex

KEY TAKEAWAYS:

- According to Kolb and Ron Fry's Experiential Learning Model there are 4 types of learners and to look at learning as a process, one needs to take in account all 4 types of learning styles.
- Each person has a dominant learning style but it's important to move and explore the non-dominant learning styles.
- As an educator for PSG it is important to keep all the Learning Styles in mind to have a successful intervention.

SUMMARY SESSION PLAN:

Stage	Key Ideas	Methodology	Resource Material	Time
Personal Connect	We as humans have different ways of learning things	Reflection + Sharing	Pen Paper	15 mins
Information Exchange	Discovering your own dominant preferred style of learning	Learning Inventory	Learning Style Inventory Pens	30 mins
Information Application	Understanding the multiple styles of learning and different ways of learning	David Kolb's Learning Style Theory ⁴⁸		30 mins

⁴⁸David Kolb published his learning styles model in 1984 from which he developed his learning style inventory. Kolb's experiential learning theory works on two levels: a four stage cycle of learning and four separate learning styles. Much of Kolb's theory is concerned with the learner's internal cognitive processes.

Real World Connect	Each person has a dominant learning style but it's important to move and explore the non-dominant learning styles.	Reflection + Discussion		10 mins
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HOW TO RUN THE SESSION:

PERSONAL CONNECT (15 minutes):

Ask:

'Think of a skill that you learnt in last year or so. It should be a psychomotor skill like driving, swimming, learning to play an instrument etc. Please don't pick a mental skill like learning a language or mind mapping.'

Potential responses –

'I have learnt how to cook a new dish', 'gardening', 'Dancing', 'Painting'

Note: Sometimes participants may say that they have not learnt any new skill in the last year. In this case ask them to think a bit further back to the last skill that they have learnt.

Say-

Think of the process that you took to learn the skill and please write the actual steps in detail.

Initiate a discussion by asking –

So how did you learn? What was the process?

Sum up by saying that we all learnt in different ways – *'we prefer different learning styles and it now time to discover what our preferred learning style is.'*

INFORMATION EXCHANGE (30 minutes):

Ask:

Ask participants to fill up the learning style inventory sheet that has been given to them. Share with them that the inventory has 12 sentences, each having 4 endings- they should rank '4' for the sentence that best describes the way they learn, '3' which is second most like them, '2' – which is third most like them, '1' – which is least like them. (**Annexure 3.3.1**)

Do:

Once all participants have filled up the inventory, they should total up all columns, the total should be 120.

Ask:

Ask the participants to plot their scores on the graph given and then join the dots to make a kite. On a flip chart plot the scores and draw the group's kites. Share that wherever their kite is more skewed is their learning preference. It is their preferred way of doing things.

INFORMATION APPLICATION (30 minutes):

Say:

Explain the following giving the example of the skill that they learnt and earlier talked about;

Active Experimentation is doing, testing out ideas, applying information in new areas.

Example - a person who learns driving or how to use a mobile by using it rather than observing or going through a manual.

Concrete Experience means learning preference which is related to feelings, sensing and living it. This kind of people will need to strongly feel and sense the new learning to learn.

Example - people who go to a driving school and learn driving using a computerized machine in a room.

Abstract conceptualization means thinking and analyzing, building on previous knowledge, developing theories and new perspectives.

Reflective observation means watching and reflecting.

Ask:

- How was the activity?
- Did everyone enjoy learning about how they learn?
- Why do you think we did this exercise? How does it help?

Potential responses:

'If I know how I learn I can probably be a better learner by focusing on that style from the start'

'It gives me an insight into not just myself but others also – how my friends/classmates learn?'

'It shows that there are many ways of learning – if we cannot do it one way, we can always try the other because that might work better for me.'

Say:

We all use all the learning styles but may prefer a learning style and probably use one or two more than the others. There is no right learning style or no one style is better than the other. Different learners start at different places in the cycle.

For example, you are someone who prefers Active experimentation but I prefer Abstract conceptualization and Reflective observation and if we are both learning to play an instrument, you will want to straight away start trying it out. While I will read about it and watch others play and only then try playing it myself.

Effective learning uses each stage. So, our starting points will be different. But for both of us to learn and play well we should move on to the other styles. So, you at some point should watch other to improve your technique and I must dive into playing the instrument.

Do:

Encourage participants to reflect on their strengths and opportunities as a learner.

Say:

As a group, what does this mean to us? We all sitting here have different preferred learning styles and in the upcoming parts of the programme some activities will cater to a learning style and the others will cater to others. We invite all of you guys to try to be flexible with the way you learn and start from now to shift from your preferred learning styles and explore different styles which have been mentioned.

REAL WORLD CONNECT (10 minutes):

Ask:

Ask the participants to reflect on their insight – What learning style would they want to work on consciously?

Take a few responses,

Say:

We all have different dominant learning styles and we have already established that to become a better learner it is important for us to move to our non-preferred learning styles as well.

But also, as a PSG educator when you are making your lesson plans, you should keep these learning styles in mind. It is very important to plan by catering to all the learning styles to be able to have a good impact of the intervention.

Learning Style Inventory

Have you ever found yourself sleeping in class? Wondered why the classroom environment does not suit you at all? Do you find brainstorming, and idea-generation completely de-energizing? Are you amazed by people who can work without a structure?

Wondered why?

All of this is because we learn in different ways. Learning styles refer to the ways we prefer to approach new information. Each of us learns and processes information in our own special ways, though we share some learning patterns, preferences, and approaches. Knowing our own style, besides helping us find answers to the questions above, can also help us realize that other people may approach the same situation in a way different from our own.

The Learning Style Inventory, in this regard, helps describe the way we learn and deal with ideas and day-to-day situations in our life. Published by David Kolb in 1984 as a part of his model and subsequent book on 'Experiential Learning: Experience as the Source of Learning and Development', it helps enhance our understanding and explanation of human behavior, besides helping us learn.

The following questionnaire will help you understand what learning style appeals most to you. It will also help you understand better:

- How you make career choices
- How you solve problems
- How you set goals
- How you manage others
- How you deal with new situations

With this background in the back of your head, go ahead with the inventory. Remember to go through the instructions carefully first, and then look at the kite sheet after you complete the questionnaire.

Instructions

Complete the 22 sentences below. Each has four endings. Rank the endings for each sentence according to how well you think each one fits with how you would go about learning something new, perhaps in your job. Then, using the spaces provided, rank "4" for the sentence ending that describes how you learn best down to a "1" for the sentence ending that seems least like the way you learn.

Example of a completed sentence set:

When I learn: I am happy - 4 I am fast - 1 I am logical - 2 I am careful - 3

4 = most like you 3 = second most like you 2 = third most like you 1 = least like you

No. Sentence	Column 1		Column 2		Column 3		Column 4	
1. When I Learn	Mike to deal with my feelings		Hike to watch and listen		Hike to think about ideas		Hike to be doing things	
2. I learn best when...	I rely on logical thinking		I trust my hunches and feelings		I listen and watch carefully		I work hard to get things done	
3. When I am learning...	I have strong feelings and reactions		I am quiet and reserved		I tend to reason things out		I take on Responsibility	
4. I learn by	Feeling		Watching		Thinking		Doing	
5. When I Learn	I am open to new experiences		I look at all sides of issues		I like to analyze things breaking them down into their parts		I like to try things out	
6. When I am learning...	I am an intuitive person		I am a logical person		I am an observing person		I am an active person	
7. I learn best from...	Personal relationships		Observation		Rational theories		A chance to try put and practice	
8. When I learn...	I feel personally involved in things		I take my time before adding		I like ideas and theories		I like to see results from my work	
9. I Learn best when...	I rely on my feelings		I rely on my observations		I rely on my ideas		I can try things out myself	

10. When I am learning...	I am an accepting person		I am a reserved person		I am a rational person		I am a responsible person	
11. When I learn...	I get involved		I like to observe		I evaluate things		I like to be active	
12. I learn best when...	I am receptive and open minded		I am careful		I analyze ideas		I am practical	
Total scores	Column 1		Column 2		Column 3		Column 4	

KITE SHEET

Enter the total scores from each column below, and plot the corresponding score on the graph that follows:

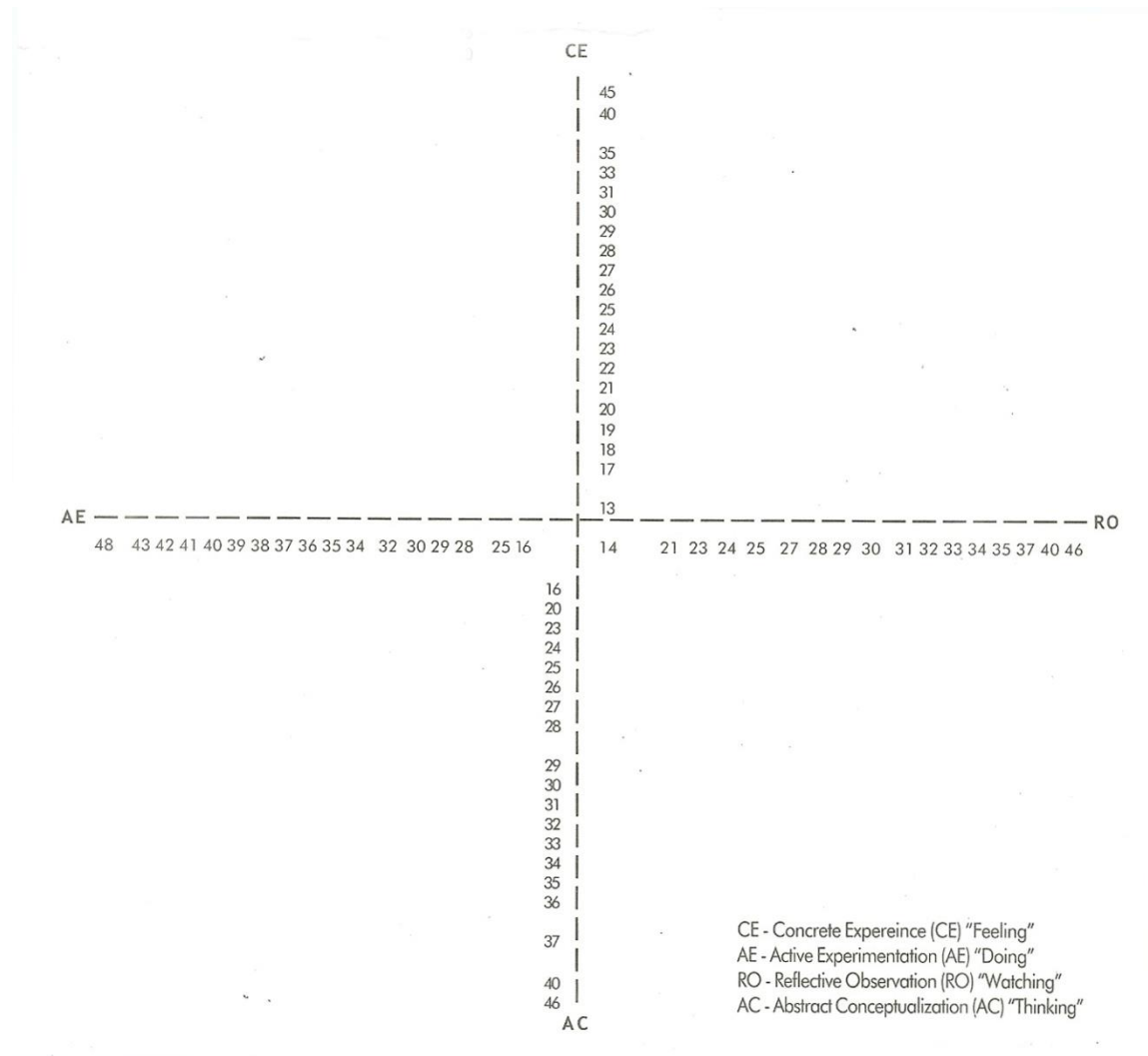
Column 1 (CE) Concrete Experience:

Column 2 (RO) Reflective Observation:

Column 3 (AC) Abstract Conceptualization:

Column 4 (AE) Active Experimentation:

Connect these dots with a line, so that you get a kite-like shape. The shape and placement of this kite will show you which learning modes you prefer most, and which you prefer least.



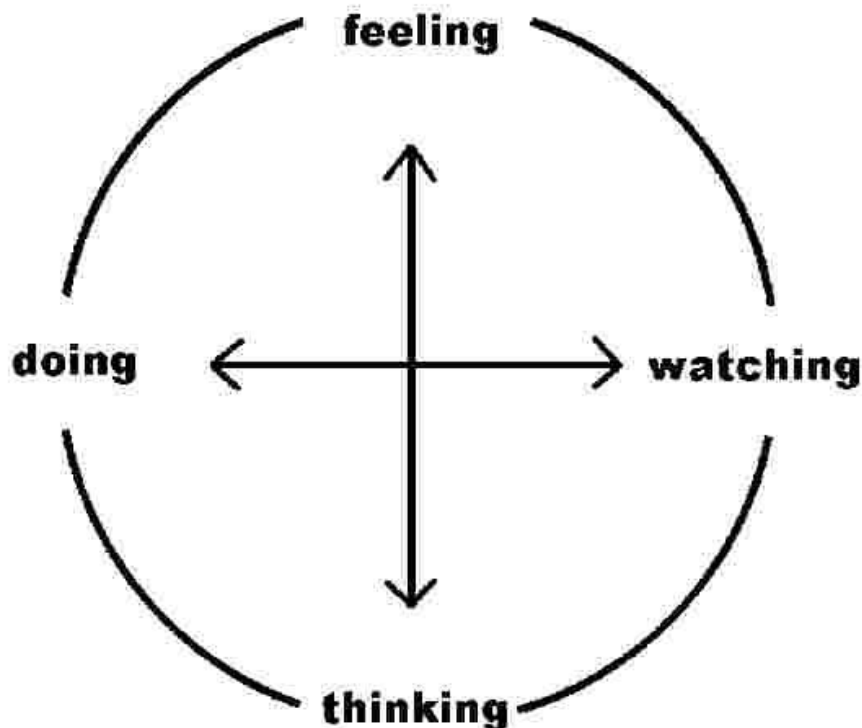
UNDERSTANDING YOUR KITE

So, how does your kite look? Found your learning style? You know, it can't be all that simple.....

Don't be guided by the shape of your kite.... Just continue reading ahead..... What follows is a brief background on Kolb's model, an understanding of which is necessary for getting to know you're learning style preference... Persevere.

Kolb's learning theory model works on two levels:

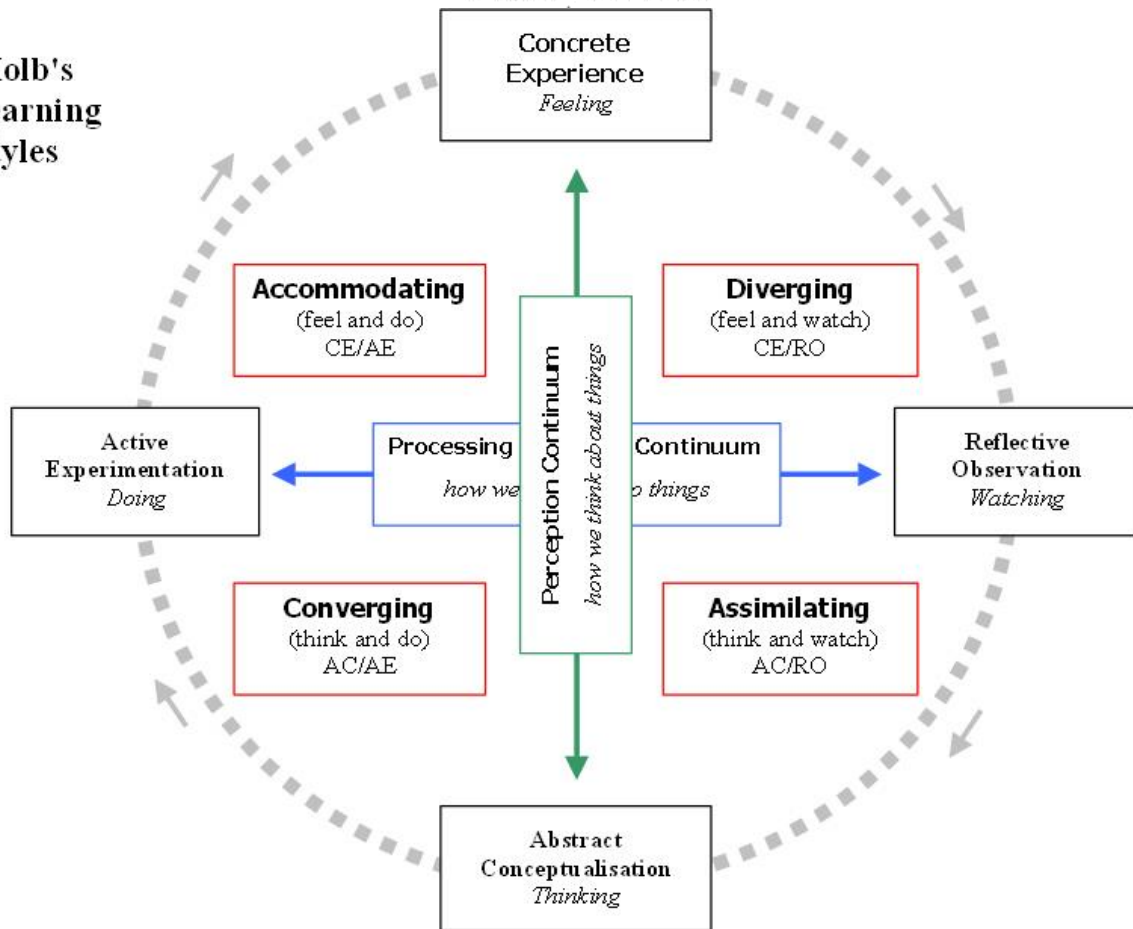
1. A four-stage learning/ training cycle, representing a spiral where the learner 'touches all the bases', i.e., a cycle of experiencing (feeling), reflecting (watching), thinking, and acting (doing).



2. A four-type definition of learning styles, each representing the combination of two preferred styles (highest two scores on your inventory), for which Kolb used the terms of Diverging, Assimilating, Converging and Accommodating.

For Example: if the two highest scores for you are column CE and column AE (from your kite), then your preferred learning style would be accommodating, as per the diagram below.

Kolb's learning styles



© concept david kolb, adaptation and design alan chapman 2005-06, based on Kolb's learning styles, 1984
Not to be sold or published. More free online training resources are at www.businessballs.com. Sole risk with user.

Who Am I?

OBJECTIVES:

By the end of the session, the participants will be able to:

- Identify and share their dreams, aspiration, strengths, weaknesses and pains
- Explore the concepts of self-exploration and self-awareness

KEY TAKEAWAYS:

- Sharing about one's own life and being open enables others to do the same and that helps in initiating, maintaining and strengthening relationships.
- Self-introspection also helps in assessing oneself with respect to one's aspirations or dreams and helps in charting a course of action or assess one's progress.

SUMMARY SESSION PLAN:

Stage	Key Ideas	Methodology	Resource Material	Time
Mind Jog	Get the group energized and get them to focus for the coming session	Game		10 mins
Personal Connect	Connect with the definition and with the idea of Self	Reflection	Sheets Pens	5 mins
Information Exchange	Reflect on our own life and identify our own dreams and pains till now	Guided Meditation + Creative Expression	Pen Sheets Colors	30 mins
Information Application	Create a support group by sharing 'story of self' with each other	Reflection	Sharing in groups	60 mins

Real World Connect	Personal plan for working on breaking and re-creating stories of self		Pen Sheets	10 mins
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HOW TO RUN THE SESSION:

MIND JOG (10 minutes):

Say:

Divide yourself into groups of two and stand in two parallel lines next to each other. The group on the left is called “Devil” and the group on right is “Angel”.

The purpose of the game is to increase the number of people in your respective teams – when I say “Devil” the team “Devil” will run to catch people in the “Angel” team and vice versa.

Facilitator Note: *The purpose is to create chaos and confuse the participants. Keep changing the instructions to create chaos.*

PERSONAL CONNECT (5 minutes):

Do:

Get all the participants to sit in a circle, ask them to keep a pen and paper handy as they sit around in a circle.

Say:

Write ‘I AM’ on a sheet of paper and fill the blanks with whatever you feel you need to write to make it a complete statement. *For example: I AM an introvert, I AM someone who does not trust people easily etc.*

Do:

Give the participants 5 minutes to write down and solve any doubts when they arise.

Ask:

Ask the participants to keep the paper separately.

INFORMATION EXCHANGE (30 minutes):

Do the Guided Meditation;

Say:

“We will now try to understand our own self by going deeper. Please close your eyes and focus on my voice. Take a deep breath in and let it out, take another deep breath in and let it out, feel your breath go inside you and relax your body. Focus only on my voice and drain out other voices and sound from the environment. Imagine you are near a river and you can see mountains and greenery all around you. You start walking towards the river and see your own reflection in the water.

As you see your own reflection you go back in time and think about the time when you were studying in school and were just a small child. Can you recognize the person you see? What was it that made you happy during this time? When was the first time you disappointed someone, your parents or teachers? What were your dreams as a child?

As time moved on, you went on to make a new set of friends and passed out from school. What were the biggest challenges which you faced during this time? How did you feel when you were leaving familiar territories and going into college? Did your dreams and aspirations change with the changing time?

Did you feel scared and unsure on your first day in college? Did things turn out as you had planned them? Look at how you appear today, how is it different from when you were a child? What was the pain that you went through? What helped you? Were you able to move on?

You look back the river to check your reflection one more time and bend down to wash your face with the fresh water.

Come back into this place when you feel you are ready and think about your dreams and aspirations of your journey right now and the biggest rocks or hurdles which has come your way and what all did you learn along the way."

When everyone has opened their eyes...

Spend some time with yourself and write about some of the questions that this reflection left you with. Write them on a piece of paper, in a form which lets you explain it in the best way possible. It could be a poem, drawing, writing, and story. Focus on writing about 'and think about your dreams and aspirations of your journey right now and the biggest rocks or hurdles which have come your way and what all did you learn along the way'.

You can use the resources available and take time for about 20 minutes. After which we will re-convene at the same spot.

Facilitator Note:

- *The guided meditation should be done with voice modulation and slowly, which would encourage participants to reflect and meditate.*
- *Encourage participants to sit alone and reflect ask them to avoid sitting with each other, which might stop them from engaging deeply with their own selves.*
- *The venue for guided meditation should be free from distractions and noise. A space close to nature is ideal.*

INFORMATION APPLICATION (60 minutes):

Say:

Thank you for spending time with yourself. Before we go on, I would like to state that whatever gets discussed here will stay with all of us. If you feel the need to discuss something, please take explicit permission from the person involved. This will enable everyone here in this room share without

apprehensions and fear. Whenever one person is sharing, please refrain from making comments or saying things unintentionally which might cause deep hurt to the person.

It is only when all of us will put our trust into this space will we be able to create a space where all of us can learn and grow.

Invite the participants to share whatever they have written or wish to share with the space.

Facilitator Note:

- *Initially one might discover that participants find it difficult to open up or share only at a surface level. All facilitators should be ready to share their own authentic stories with the participants because the participants might find it difficult to open up in the beginning. This will enable everyone to open up and trust the space easily.*
- *Some participants might take too long to share in the circle with each other. Do not force participants to share but nudge them gently and emphasize on the importance and relevance of sharing as a process of bringing change in one's own self.*

Do:

Allow everyone to share and discuss.

REAL WORLD CONNECT (10 minutes):

Ask:

Why do you think it is important to understand yourself?

Say:

As we had shared in the beginning of this programme it is about knowing your own self well in order to understand the society better. We will try to unravel the self in the form of a puzzle and understand the different pieces of the puzzle that has formed through our life.

Ask:

Go back to the 'I AM' statements which you had written in the beginning, see if you would like to re-write the statements or write new statements.

End the session with a culturally appropriate act which gets everyone together and creates a feeling of lightness. For example: a group hug or a group song.

SESSION 5

TIME: 150 MINUTES

Systems Thinking: Laws of Systems Thinking

OBJECTIVE:

By the end of the session, all participants will be able to:

- Describe the systems thinking approach as opposed to the linear thinking approach
- Map the interconnectedness of the different parts of a community
- Explain how our own needs are interconnected to each other within a larger societal context

KEY TAKEAWAYS:

- Understand the difference between Linear Thinking Vs Systems Thinking.
- Use Systems Thinking approach to make effective decisions.
- In a system cause and effect is beyond time and space and stakeholders having its own need bring dynamics.
- There are different stakeholders in a System who have various needs. It is important to know the various needs of the stakeholders to be able to have effective solutions.

SUMMARY SESSION PLAN:

Stage	Key Ideas	Methodology	Resource Material	Time
Mind Jog	Establish Linear Thinking Vs. Systems Thinking	Watch Drop Game	Thread Screw Watch Pencil	20 mins
Personal Connect	Cause and Effect are related beyond time and space.	Pesticide Story + Discussion	Chart Markers	15 mins
Information Exchange	A system has different stakeholders and the stakeholders are inter-connected.	Role Play + Discussion	Sheets Pens	60 mins

Information Application	There are different stakeholders in a System who have various needs. It is important to know the various needs of the stakeholders to be able to have effective solutions.	Case Study	Chart Markers	45 mins
Real World Connect	There is no blame in the system. A system is dynamic with various stakeholders and with their various needs.	Bomb and Shield Game		10 mins

HOW TO RUN THE SESSION:

MIND JOG (20 minutes):

Say:

Okay, let's do a small demonstration.

Ask:

Ask for a volunteer to give a watch (preferably an expensive one).

Do:

Have the string with the nail/screw tied to the end of it prepared. Tie the watch to the other end. Hold the string across the pencil.

Note: The end of the string which has the nail tied to it must be kept hidden and held tightly in the hand of the facilitator. Ensure that you do not reveal this end to the participants while tying the watch to the other end

Ask:

Ask participants what will happen if you let go of the thread from the end where you are holding it in? Most will say that the watch will drop if you let the thread go.

Do:

Let it drop and see what happens.

Hopefully the watch will not drop because the thread will curl around the pencil because of the nail tied to the other side.

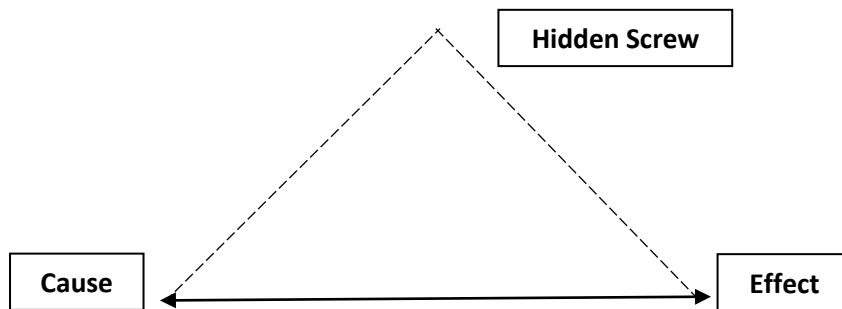
Note: A few rounds of practice might be needed by the facilitator to run this successfully.

Say:

Was it luck or science? We are still trying to figure out the cause although the effect of it is totally different from what we thought because we had a hidden screw which wasn't visible to our eye. The screw/nail was light but the watch was heavy, that is why the thread curls.

In life, we also create something, thinking of an effect, but do not think if there is a screw/nail which will have a different effect. We plan and think about the result already keeping a linear approach towards it but due to some hidden screws the entire plan ends up giving a completely different

result. We forget to see or understand the entire system. Hence, Systems Thinking is when we keep all the hidden screws in mind and then try to work towards it. The two ways of thinking which have been established here is **Linear Thinking** and **Systems Thinking**.



Let's try to understand this further by learning the various Laws of Systems Thinking (**Annexure 3.5.1**),

PERSONAL CONNECT (15 minutes):

Say:

I will tell you a problem and would love to hear your solution to the same,
 "There was a crop growing, but in sometime the entire crop was infested by pests and was eaten up. The farmers in that area sprayed the plants with pesticide and the crop got better. After 6 years, though, the pests were back more than double." **Ask why?** (Let participants answer).

Ask:

Perhaps the pests became resistant to the pesticide. But then why the pests are more than double now? Why not just back to the same number as before?

Say:

There was a third group in the system that we did not see or account for, which we did not see in our cause & effect thinking (linear thinking). There are pests, thus the farmers use pesticides which should have a good effect on the crops. However, it is a system with interconnected elements like the sparrow as a third player. Systems thinking is an integrated conceptual framework to find the method in the madness. There were sparrows eating the pests as well, but the pesticides killed the sparrows and they could not adapt as rapidly as the pests, so the pests came back in greater numbers than before. There was a natural equilibrium that we messed up by spraying the plants.

Ask: (Take a few responses for from the group for both questions.)

- Ask participants to now think of their lives and a solution they had come up with that later turned into a problem?
- Ask participants to also think of a time when they thought of a solution to make a process faster, but their attempt made the accomplishment of the task slower in reality.

Facilitator Note: The facilitator must be ready with a few personal examples if the need arises, to facilitate sharing.

Say:

With this Peter Senge gives us the first law that **cause and effect are beyond time and space**.

INFORMATION EXCHANGE (60 minutes):

Say:

We will play a game to understand Systems better.

Do:

Introduce the game. "The game is based in the hypothetical country of Latasica (derived from **Latin** America, **Asia** and **Africa**)"

Facilitator can either read out, or distribute copies of the 'Background Information sheet' to participants and answer any questions arising. (Refer to the **Annexure 3.5.2**)

Divide the group into teams for each stakeholder that the participants need to play. Allocate a seating area for each team.

Distribute the role cards and give participants time to read through them. Answer any queries.

Say:

There will be a Public Meeting in **20 minutes**, at which the issues will be discussed, and following which the Government will announce whether they will support the proposed tourism development.

In the meantime, participants should talk with other groups to find out what they think about the plans, try to form alliances, or persuade others to support them etc.

Do:

Call Public Meeting. Get the larger group to sit in a circle and invite Air travel representatives to outline why they believe their proposals would be good for the country. Then invite representative(s) of each interest group in turn to put forward their views and state whether they support the proposals. Make sure all the participants are in their specific roles and acting it out as well. Build excitement and encourage participants to ask questions to other groups.

Finally invite the Government to state whether they will allow the development to go ahead, and the reasons for their decision.

Say:

Thank the Government and all the stakeholders for coming together to make the decision. Ask everyone to get back in a circle and ask them to come out of their roles.

Ask:

- With a show of hands, forgetting the role you played, how many of you;
 - a) think Latasica should go ahead with this development,
 - b) think Latasica should not go ahead with this development,
 - c) are unsure about whether Latasica should go ahead with the development and why?
- What do you think this game was about? (Take multiple answers)

Say:

With this we come to our second law of Systems Thinking, **a system has different stakeholders involved and they all are inter-connected with each other**. Systems influence each other and bring change in society- like what happened in the game. It is thus important to identify / understand

different stakeholders to grab complete picture of reality to bring sustainable development in that context. Since only then can we effectively bring about the desired change in the society.

Share:

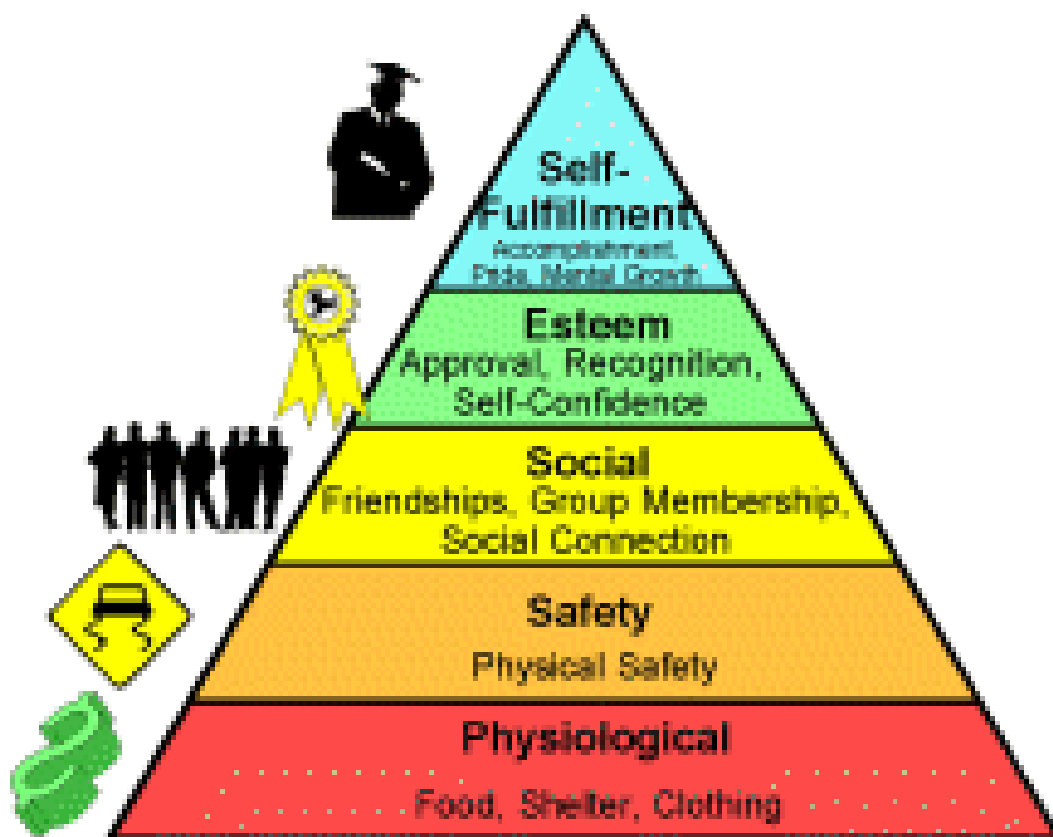
Since there are different stakeholders in the system, their needs are also different. As there are different needs for each stakeholder there is possibility of conflicts.

Ask:

How does one prioritize one need over another? (*Take responses*)

Do:

Introduce 'Maslow's Hierarchy of Needs' through a diagram. Example given below:



Say:

That our needs, according to Maslow are placed in a hierarchical priority where only once the needs at the bottom of the pyramid are fulfilled, does one then think about the needs placed higher. E.g. the need for food, shelter and clothing will have a higher priority than the need for belonging to a social group/having friends etc.

However, as humans, we do not necessarily prioritize one need over another. We all require the fulfilment of all our needs simultaneously (though at varying degrees). E.g. while one wants financial stability for food, shelter and clothing, simultaneously, one also has the need to have a sense of belonging. It is not in an order where only after a certain need is fulfilled, will one think of seeking another's fulfilment.

Note: Refer to **Annexure 3.5.1: Laws of System Thinking** for any points that come up during the discussion.

Share:

In Latasica, we saw multiple needs of different groups coming forward and each group had their own justifications. This took place since every stakeholder their own needs which they wanted to be fulfilled. Establishing the third law, **a system has different stakeholders who have different needs** which should be addressed to avoid conflicts.

INFORMATION APPLICATION (45 minutes):

Say:

Let's try and understand through a Case Study called "A Study in Orange"⁴⁹.

Do:

Divide the participants into 3 groups (A,B and C). Hand them the respective sheets of the case study (Refer to **Annexure 3. 5.3**). Ask the participants to read and go through the entire case study.

Say:

After 15 minutes, we will call for a meeting with all three groups where each group needs to present their case and their proposed solution for the situation they are all part of.

Do the activity, there will be a lot of chaos while taking out suggestions but make sure everyone settles down to one solution which is taken by consensus.

Ask:

- Ask Group A, what was their need? *Take responses and write them down on the chart*
- Ask Group B, what was their need? *Take responses and write them down on the chart*
- Ask Group C, what was their need? *Take responses and write them down on the chart*
- Do you think the solution presented is the best solution that will help in creating a win-win situation for all the parties?

Say:

Let's come out of our roles and try to understand what happened here. There were three stakeholders in this system which had different needs and they were operating from their own needs as well. But avoiding the needs of the different stakeholders led to chaos and conflicts within a close connected relationship.

The perfect solution would have been if Group A got all the Oranges, they would have used the pulp of all the oranges and passed on the rind to Group B and collectively Group C would have profited by this deal. But generally, as humans we forget to see or understand the needs of the different person and only fight for our own needs which leads us to un-sustainable interventions.

⁴⁹Sharing the credits of this Case Study which has been prepared by Mr. Kanishka Sinha, Head of R&D – Stillwater Consulting, Mumbai. (www.stillwater.co.in)

So, closing this by reinforcing on the law of system that in a system we have different stakeholders and all of them have different needs which we should keep in mind to create sustainable and peaceful interventions.

REAL WORLD CONNECT (10 minute):

Do:

Have everyone gather in a big open space. Instruct participants to choose one person to be their bomb. Choose another person to be their shield – do not say who either of them is.

Say:

The object of the game is to NOT get blown up. You need to keep your shield in between you and your bomb to be safe. When I say start, everyone starts running and tries to position themselves so that they are safe.

Do:

After **1 minute**, yell stop/freeze and make everyone stop.

Ask:

Then ask participants who is their bomb and shield and therefore who is alive and dead (*and the dead must fall to the ground*).

Sometimes you might be safe, but then your shield gets blown up and there is nothing you can do to about it.

Share:

I try to influence others' behaviors forgetting that they influence mine as well. We are all interconnected and sometimes we forget that while we have some control over our lives, there are other factors that also have some control over our lives.

Say:

The idea is not to push, but to understand the interconnections of the system. Let's see an example:

There is a story of this man, who went to the doctor in the wintertime with a cold, and the doctor told him to take rest and relax, and his cold would go away soon. After a few days, the man came back to the doctor with the cold still and said doctor please give me a cure, I am still sick. Again, the doctor told him to go home and take rest and that he'd be okay. A third time the man came to the doctor and finally the doctor said okay, go home and have a cold bath and then sit in front of your air conditioner and then come back to me.

The man exclaimed: “Doctor are you crazy?! I will catch pneumonia!”
The doctor said “yes, but I know how to cure that.”

We diagnose our problems according to the solutions we already have in our minds rather than looking at the problem and developing a solution for it.

Share:

Establish the last law of systems, **that a system is dynamic and to bring a systemic change to have sustainable development.** It is important to see short term and long term impact of any change any sort of intervention which we will have.

Laws of Systems Thinking

Systems Thinking is a discipline for seeing wholes. It is a framework for seeing interrelations rather than things, for seeing patterns of change rather than snapshots.

1. Today's problems come from yesterday's solutions. Often we are puzzled by the cause of our problems, when we only need to look at our own solutions to other problems in the past. A well-established firm may find that this quarter's sales are off sharply. Why? Because the highly successful rebate program last quarter led many customers to but then rather than now.
2. The harder you push, the harder the system pushes back. Systems thinking has a name for this phenomenon: "compensating feedback". We all know what it feels like to be facing compensating feedback. The more effort you expend trying to improve matters, the more effort seems to be required.
3. Behavior grows better before it grows worse. Systemic problems are hard to recognize. A typical solution feels wonderful, when it first cures the symptoms. It may be years before the problem returns, or some new, worse problem arrives.
4. The easy way out usually leads back in. We all find comfort applying familiar solutions to problems, sticking to what we know best. Pushing harder and harder on familiar solutions, while fundamental problems persist and worsen is a reliable indicator of non-systemic thinking.
5. The cure can be worse than the disease. Sometimes the easy or familiar solution is not only ineffective, sometimes it is addictive and dangerous.
6. Faster is slower. All systems have optimal rates of growth, which is far less than the fastest possible growth, when growth becomes excessive – as it does perhaps even putting the organization's survival at risk.
7. Cause and effect are not closely related in time and space. Most of us assume, most of the time, that cause and effect are close in time and space. If there is a manufacturing problem on the manufacturing line, we look for a cause in manufacturing. If sales people can't meet targets, we think we need new sales incentives or promotions.
8. Small changes can produce big results – but the areas of highest leverage are often the least obvious. Small well-focused actions can sometimes produce significant, enduring improvement, if they're in the right place. Systems thinker's refer to this principle as "leverage".
9. You can have your cake and eat it, too - but not at once. Sometimes, the knottiest dilemmas, when seen from the systems point of view, aren't dilemmas at all and appear in a whole new light once you think consciously of change overtime. For years, for example. American manufacturers thought they had to choose between low cost and high quality. They didn't realize they could have both, if they were willing to wait for one while they focused on another.
10. There is no blame. We tend to blame outside circumstances for our problems. Systems thinking shows us that there is no outsider: that you and the cause of your problems are part of a single system. The cure lies in your relationship with the "enemy".

ANNEXURE 3.5.2

LATASICA GAME

Background Information

Latasica is a country in the southern hemisphere. It has a long warm summer and is blessed with wide, sandy palm fringed beaches leading down to a blue ocean. It also has extensive inland areas inhabited by exotic wildlife.

Latasica's present population is relatively small. There are two key areas of employment at present. The first is the fishing industry, located mainly around the coastal town of Ambria. This produces output mainly for the domestic market. There is also arable farming (based further inland) producing some crops for domestic consumption, but primarily concentrating on production of coffee for export. The coffee crop is at present Latasica's main source of earnings of foreign currency, but world prices have been falling for some years. Much of the inland area is populated by groups of self-sufficient nomadic herders, who wander large areas in search of grazing land for their animals.

Now Latasica has a small-scale tourist industry, attracting a limited number of independent travelers from rich countries such as those in Europe, the United States and Japan.

Airtravel, a large European based holiday company is now proposing to develop and market Latasica as a high-volume luxury tourist destination, for both beach and 'safari' holidays, with the aim of increasing by up to ten times the number of visitors to the country. Airtravel is currently in negotiations with the government of Latasica regarding the proposed development.

Airtravel is willing to finance the building of two large luxury hotels in the previously quite beachside town of Ambria. Airtravel would market Ambria as a luxury beach resort, with a variety of watersports activities including sailing and windsurfing, water-skiing and scuba diving.

Airtravel is also willing to finance a third hotel 'safari lodge' in an area of the country that it wants the government to designate as a game reserve. The rules of the reserve would encourage conservation of wild animals and forbid hunting. Human settlement, outside the safari lodge a

associated environs, would be banned. Tourists would make guided excursions to view and photograph wildlife.

However, Airtravel requires some support from the government of Latasica before they finally proceed with the project.

Airtravel are asking that the government spends money to build a new airport within an hour's drive from Ambria and two hours from the game reserve, because research has shown that rich tourists are reluctant to undertake long road transfers. They also require the government to finance improvements in the infrastructure of roads, power and water supplies, and telecommunications.

Airtravel also require tax concessions on their investment, and a guarantee from the government that it will enact legislation designed to limit the power of trade unions and allow wage levels to be determined by market forces (i.e. no minimum wage).

The purpose of this exercise is to decide if the proposed developments should go ahead. You will take on the roles of various participants in the debate. Your job is to assess the costs and benefits of the development from the point of view of **your role** and decide whether you think the project should proceed. You should also discuss the development with other participants. You may wish to explain your point of view and try to convince others to support you. You should listen to other views and be prepared to negotiate a mutually satisfactory position.

The exercise will conclude with a public meeting at which all the affected parties will be able to express their opinions and the government will be invited to make a final decision on whether to approve the project

The Government

You are the government of Latasica. You must decide whether to support the tourism development. You should act in what you think are the best interests of your country and its people. You should consult with the people who live in your country and find out their opinions before you make your decision.

You should be aware of the following information. Your country is heavily in debt to Western governments and the International Monetary Fund (IMF) who are insisting that you repay the loans. At present interest repayments, each year take up about 40% of your national income. To meet your debt obligations, it is essential that you earn foreign currency. The revenue you receive from coffee exports is insufficient for this end, and the debt is getting worse.

Tourism is at present the world's third largest industry, and the most rapidly growing. The tourism development would bring in foreign visitors who would spend dollars, pounds, francs, deutschmarks and yen. However, some of this money would leave your country as profits to Airtravel, and to pay for imports of drinks, foodstuffs etc. that foreign tourists expect (e.g. Coca-Cola, Scotch whisky). Capital equipment, fuel and other resources would also need to be imported. You should consider the likely net effect on your balance of payments position.

If you decide to approve the project you must spend large sums of money to build the airport, and the associated infrastructure of roads etc. You have limited funds available to you, particularly because the IMF, as a condition of their loan to you, have insisted on a 'structural adjustment programme' which involves cuts in government spending. However, the IMF are very keen for you to encourage foreign investment, because they believe this will help your economy grow and you will then be able to afford to pay off your debts.

The infrastructure capital spending would create jobs in your economy, (jobs will of course also be created by the hotels) and may represent a profitable long term investment, with a positive multiplier effect. However, you would have to cut current spending elsewhere, at least in the short run, perhaps on healthcare and education, in order to be able to afford it.

You are the Senior Management Team of Airtravel PLC, the world's third biggest tourism company. The global tourism industry is dominated by a few large firms. You are keen to maintain your company's position as one of the market leaders.

Recent years have seen a number of mergers and take-overs in the industry, as firms compete for market share. There is a rumor that the largest company in the industry is planning a bid to buy Airtravel. You are fearful for your future careers if Airtravel is taken over because take-over's usually mean 'rationalization' at the top, and job losses amongst management. To survive as an independent operation, it is essential that Airtravel should grow.

Profit margins on each individual holiday in the mass market sector are normally small. High turnover is necessary to earn good returns on investments. The last few summer seasons have seen 'price wars' between competitors, with weaker firms being taken over or simply going out of business. The survivors have been those companies that have could cross subsidies loss making parts of their business with revenues from the high margin luxury market.

The luxury market in recent years has seen a steady expansion of demand, and there seems to be a trend amongst better off tourists towards more exotic destinations, outside Europe. This section of the market offers higher than average profit per holiday because demand is less price sensitive than for cheaper packages.

Latasica seems just the sort of destination that the discerning tourist would seek. It is 'unspoilt', there being no significant tourist industry at present. Furthermore, none of your rivals seems yet to have recognized its potential.

Your task is to convince the government and people of Latasica that the development you propose is in all your best interests. You may find some resistance from people who are nervous of change.

Ambrian Business Community

You are the local business community in the town of Ambria. You must decide whether the proposed development is in the interests of your businesses, and your families, and then seek to influence the government to support your view. You might also wish to persuade other members of the population to support you.

You have worked hard to establish your business and have taken many risks. You have put in long hours. You are now making a good living compared to most Latasicans. You believe you deserve what you have earned. If others want to succeed all they should do is work as hard as you. You believe the government has been too soft on people in the past, it should encourage them to get off their backsides and work.

More tourists coming to your country would give you the opportunity to sell more goods, and make larger profits. You will be able to sell goods and services directly to tourists, who will want souvenirs, local handicrafts, food and drink, etc. Tourists will be willing and able to pay higher prices than the local population, and you can make large profits from them. You will also be able to supply the hotels with goods and services. You will be able to expand your business and can hire more workers. The tourism development has the potential to make you and your country rich.

The hotels, and the airport, will also be seeking to hire workers, and may be willing to offer higher wages than you are currently paying your staff. This may persuade your staff to look for new jobs or you may have to pay more to keep them with you, this would increase your costs and eat into your profits. However, there are many unemployed people in your country, migrants from the rural areas arrive in town everyday looking for work, you would have no problem recruiting staff.

Your country is heavily in debt to western governments, and has many economic problems. The Government says the tourism development could solve your country's economic problems. By earning foreign currency from rich tourists, the debts could be paid off. You are not sure if you trust the government, they have made promises of prosperity before, which have turned out to be false.

Perhaps you should talk to other Latasicans people and try to find out what they think about these plans.

Coffee Farmers

You currently make a living by farming coffee on hilly land that your family has rented for several generations. You sell all your coffee through a government run marketing scheme. It is a simple existence, times are sometimes hard, but you do make enough income to feed yourself and your family. Whilst you will never be rich, you do value your independence.

You have hopes for the future. You want your children to receive a good education and make a better life than you have had. You are concerned about older members of your family. You have elderly relatives whose health is deteriorating and who may need medicines and hospital care in years to come. In recent years, there have been some cuts in Government spending on education and health care. This is due to the 'structural adjustment programmes' that the Government has been operating to try to get the country out of debt. You have to pay for services that were once free, and prices seem to be rising. This trend concerns you, because there seems no prospect of any increase in the income you receive from selling coffee.

The government has let it be known that they are considering supporting tourism development in your country. They say there would be jobs created in constructing an airport, roads etc. In the longer-term jobs, would be available in the hotels etc. Maybe members of your family could find new jobs. However, in order to raise finance to build an airport for tourists the government says they would have to further cut spending on health and education.

There has already been some tourism in your country, and you are aware that tourists are willing to pay high prices for food, and for craft goods which they take home as souvenirs. This has meant that the better-quality goods have gone to the tourists, and you have been forced by this competition to pay more for lower quality products. Tourists also tend to be noisy, disrespectful of local customs, and pollute the country with litter.

You must consider whether the tourism development is in your family's interests and decide whether to support it, or argue against it.

Ambrian Fishing Community

For many generations, your families have fished the waters off the coast, and sold your catch in local markets. Small numbers of tourists have been visiting your country for some time now. When you catch the types of fish they know, they are prepared to pay high prices for them, and you can earn a good income. However, you are concerned because you have to travel further and further out to sea to locate these types of fish, it seems as if the numbers of fish are declining.

The government says that the proposed new tourism development would bring economic growth and help them out of the debt crisis that has so affected your country in recent years. They say it will make everybody better off, bringing new jobs and prosperity.

The new hotels will bring in many more tourists, but they will want the beaches to be clean, and want to sail and water-ski etc. on the sea. You are concerned that divers may damage the coral reef, which could affect the fish population who feed there.

You have traditionally landed your catch on the beaches, and stretched out your nets there for drying. The government is now saying that if the tourist development goes ahead you must move your boats and nets elsewhere. Generally, you are worried that tourists will have no respect for old traditional ways of life, everything will change. But perhaps things must change if your country is to become better off.

There is potential for you to make a very good living in the short term, by selling fish to the rich tourists and to the hotels. They will pay much higher prices than local people. You might be able to earn enough in the short term to buy a bigger boat, or find a new way of life altogether.

You must decide if the proposed development is in your interests and try to persuade others to support you.

Arable Farmers

You grow a variety of crops on rented land in the rural area that lies inland of the coastal town of Ambria. Some of the crops you use to feed yourself and your family, the remainder you take each week to the market in Ambria to sell for cash, which you use to buy fertilizers and other goods you require. (Fertilizers have been increasing in price in recent years, because the value of your currency has been falling.) Life is sometimes difficult, especially if you have a bad growing season, but you always seem to be able to make ends meet.

There is a rumor that the government wants to buy the land you farm in order to build an airport, and that the landowner is willing to sell, and that you will be evicted. You are very worried about what will then happen to you and your family.

The government says that the new tourist industry will create many jobs in the economy, but farming is the only occupation you know, and you feel that you are too old to change your life now. In any case, you value the independence you have in working for yourself and your family, you are not sure that you want to work for someone else who will order you around.

Even if you manage to remain in farming there could be problems for you. Tourists demand plentiful fresh water supplies, for showers, for swimming pools and regularly washed and changed sheets and towels. However, at certain times of the year there are already water shortages in your country, and you fear there will not be enough water for your crops if the development goes ahead.

You should talk to other groups of people and find out what they think about the proposed development, perhaps they know more than you do about what will happen, or perhaps they will have ideas about what can be done.

Shanty town dwellers

You live in the shanty town that lies to the west of Ambria, and you have no proper job. You came from the country looking for work, because since new technology came to the farms there was less for you to do, and no money. But there is no secure work in the town either for people like you. You struggle to find enough money to survive.

You do odd jobs. You may get a few days on a building site sometimes, or somebody might pay you to carry some bags. You must be alert to every opportunity.

You're not sure about the new tourism plan the government has. On the one hand, it will bring wealthy people into your country that will spend money. Perhaps there will be jobs building the hotels, and after perhaps other work serving the tourists. If there is no steady job maybe casual work, shining shoes, guiding, that kind of thing. However, this work will only be seasonal, what will you do for the rest of the year? And more people may be attracted to move from the rural areas to Ambria from the countryside in search of work, which may mean more competition for jobs.

The tourists that already come here already cause problems. Because they want only the best fish, the fishermen no longer catch the fish that you can afford to eat. They would rather sell to the tourists at high prices. This means you must pay more for your food, and often it is only the poor-quality stuff that the tourists have not bought, maybe not so fresh either. And fruit and vegetables too, the tourists get all the best, and you go without, or pay high prices for rubbish.

Will things get better or worse with more tourists? You should discuss your hopes and fears with others, maybe you can work out a solution.

Nomadic Herders

Since time began your people have lived on this land. Long before the people who grow crops, or who fish the sea arrived here your forebears wandered the plains. Yours is a simple life. You search for land for your animals to graze, and water for them to drink. You also take the food you need from the land. You hunt the wild boar, and you kill the puma if it threatens your herds. You also harvest fruits and other nutritious plants that grow wild. When water and grass become scarce you move on, maybe travelling hundreds of miles, to find fresh areas. Life has always been this way. The land you leave will recover, and in time you will return.

Recently people calling themselves the government have begun to interfere with your way of life. They have said that you must not trespass on some lands because the elephants graze there, and the elephants are an 'endangered species'. But your people have lived in harmony with the elephants for many years, it is because so much of the land is now under cultivation that the elephants find it hard to find food. If the elephants stray near the plantations the farmers shoot at them with guns.

Now the Government is saying that they will make a big area of land 'reserved' for the wild animals, you will be forbidden to wander there. It is because the animals are becoming extinct they say, but again this is not your fault, it is the because of the way that the land is used, by people with no sympathy for the ways of nature.

Who are this 'Government'? Who gave them the right to tell you what to do? You were here long before them and have no need for their rules and regulations.

For too long your people's rights have been neglected. You need to campaign to protect your traditional way of life. You need to make it very clear to the government, and to the outsiders, how you feel.

Elderly people

You are very concerned about the proposed tourism development. Already you have seen the ancient values, traditions and customs of your country being eroded, and you believe that the influence of foreign cultures is largely to blame. The voice of the older generation was always respected, but young people today seem no longer to value experience and the wisdom of years.

You are worried that young people will move away from home, and from traditional occupations, to take up jobs in the new industry. This will lead to the breakdown of the extended family network, and you are worried about who will then care for you in your old age. There are no old age pensions in your country. You need medicines, yet the government seems to be proposing to cut spending on health to finance building an airport.

Tourists are disrespectful. They flaunt dress codes, walking semi-naked on the beach and not covering their heads, arms and legs when entering temples. They ignore local customs of politeness. They want to see 'traditional' ceremonies, but fail to appreciate their true significance. Already you have been dismayed to see old religious rites being turned into neatly packaged spectacles for tourists. Sacred events that happened once a year are now being recreated almost every week to amuse the visitors.

The Government says that progress is essential, but you have seen stories about so called 'progress' in the rich countries, where families break down, there is crime and disorder. If this is 'progress' you want no part of it. You must try to persuade other people to see things from your point of view.

Young People

You are excited by the proposed tourism development, because you can see the opportunity to get a more exciting job than your forebears, to earn more money and perhaps to be able to buy the kinds of clothes and luxury items that all the foreigners seem to have. You are excited by the chance to meet new people, and learn about their customs and beliefs.

Nothing ever seems to change around here, old people are so set in their ways, and nobody in your family ever seems to listen to what you should say. If you get a job in one of the new hotels maybe you will be trained by Airtravel, and maybe there are chances of promotion, and even of jobs with them in other countries.

Even if there is no work in the hotels, tourists have lots of money and will pay to be guided to where the best sights are to be seen, the quietest beaches and so on. You could make a living by walking along the beach and going up to tourists and offering to show them round.

You would have to leave school, but what use is school anyway, there are no jobs, or only picking coffee on the plantations and who needs school for that? You could earn more money in a day selling your services to tourists than in a week on the plantation.

You need to try to persuade others that the tourism development is the best thing that could possibly happen to your country.

(A northern based developmental and environmental organization)

You are very concerned about the tourism development. You realize that the project does bring large potential benefits to Latasica, allowing the country to earn foreign currency to repay its debts, and perhaps creating jobs and wealth for the population. You fear, however, that unless the project is carefully managed the costs could far exceed the benefits.

You believe that the government has not fully considered the environmental implications. You are aware of the depletion of fish stocks in the waters around Latasica, caused by overfishing, which large scale tourism will make worse. Northern tourists expect luxuries such as baths and showers and swimming pools, yet Latasica has a problem with fresh water supplies. In the short term this could pose problems for local farmers needing water for their crops, and for local people who may suffer shortages of clean water for bathing and drinking. In the longer term, there might be problems of desertification and soil erosion if too much water is taken from the land. Tourists always pose problems of waste disposal, i.e. rubbish and sewage. There are also potential risks to the habitats of local wildlife, plants and trees.

You have witnessed similar tourist developments in other countries. You have seen young people neglect their education because it is possible to make quick money selling souvenirs to tourists on the beach, acting as guides, or even simply begging. You are also concerned about 'sex tourism', and the possible growth of child prostitution that has happened in other poor countries.

You are also aware that tourist's tastes are fickle. Latasica may become next year's fashionable destination, but if too many people visit it may become 'old hat', and people will move on to somewhere else. You are concerned that large scale tourism may not be sustainable in the long term.

Your task is to make the government and people of Latasica aware of these concerns.

Animal Trust

(A Northern based organization devoted to the protection of endangered species.)

You have heard that the Latasican government is considering designating a large area of land as a game reserve. You are very excited by this prospect. You have been campaigning for many years to save Latasica's endangered populations of elephants, pumas and wild boar. The game reserve will guarantee their safety because nobody will be able to hunt them. Additionally, because the Government and Airtravel will want people to come to the reserve they may be willing to spend money supporting breeding programs to increase wildlife numbers.

You are a little concerned about the building of the 'safari lodge'. The new roads and the building programme may disturb the animal's natural habitats. You are also concerned about the guided tours to see the animals. These creatures are shy, and the presence of tourists may disturb them, but this may be a price worth paying to conserve these wonderful creatures.

You need to encourage the government to go ahead with the project, but you want certain safeguards built into the scheme to ensure that the animals' welfare always comes first

Newsflashes

The 'newsflashes' below may be used at any time by the facilitator to provoke more discussion. They can be selectively leaked to one or more groups, or revealed to everybody simultaneously as required. They are optional extras and need not be used if the facilitator is happy with the progress of the game.

Newsflash!

War has broken out in the middle-east. The world's supply of oil and petroleum are being seriously disrupted. This is causing prices of fuel to increase dramatically making travel more expensive. Additionally, Western governments are advising their citizens that due to the present instability it is inadvisable to travel except to well established safe destinations.

Newsflash!

Due to continued good growing conditions worldwide it is anticipated that there will be global overproduction of coffee this year. This is expected to drive prices down by 50%. Coffee is Latasica's main export product at present, accounting for over 60% of its earnings of foreign exchange. This has severe consequences for Latasica's economy, including its ability to repay its debts.

ANNEXURE 3.5.3

A Study in Orange

A – Bharat Lever Ltd

You work for the purchasing division of Bharat Lever Ltd, a diversified Indian FMCG company.

The sale of orange squash has been declining recently as public concern over chemicals in food products have been exacerbated by a recent mass food poisoning incident covered extensively in sensationalistic fashion by the national news.

In order to respond to the changing consumer tastes Bharat Lever decided to launch a new range of Fruit squash called 'Pichka Phal' (*'Fruit Pulp'*) with a much higher ratio of actual fruit pulp, while simultaneously reducing the amount of preservatives – a highly challenging technical feat that has involved significant investment in research and development.

The sales force has passed back news to you that a competitor company, Doctor & Ramble, has been telling shops and distributors that they will be coming out soon with what sounds like an identical product under the brand name 'Mehnat ka phal' (*'Fruit of labour'*). Market research indicates that if they launch first with the scale indicated, they would get a dominant and potentially sustainable share of mind and brand recall that will be difficult to catch up to.

You have been asked to purchase 3,000 tons of Oranges from 'Nagpur Oranges Ltd' and given a maximum amount of Rs 30 Crores to spend. There is no other firm in India that can provide the quality and quantity of orange pulp that is required for the launch and getting the pulp from abroad would be prohibitively expensive.

Any savings you make from the Rs 30 Crores spend would be a bonus but the critical goal is to purchase the required amount of product. If you are not able to do that it will be a huge blow to the organization.

Since a national launch will involve national television advertising the leadership team has decided that they will not launch unless they have a minimum amount of product to distribute. If you can't procure pulp equivalent to 3,000 tons of orange, Bharat Lever will not go ahead with the launch. It's imperative to get that much pulp at the minimum and as much more if possible to fully flood the shops before 'Mehnat ka phal' launches.

One thing that makes your life a little trickier is that you know that one of your friends working at India Lever Ltd will be bidding against you. Although India Lever Ltd is an FMCG firm it does not compete in any of the segments Bharat Lever Ltd operates in. However, one of your common acquaintances told you that your friend was also going to Nagpur to speak to Nagpur Oranges Limited about purchasing oranges too!

You think that it makes sense to have a meeting with your friend to find out what you can about his purchasing strategy but you are also worried about how much to share with your friend. B has always been fun to hang out with but is extremely smart too and if you reveal too much about your strategy then B might use it to his/her advantage. You need to think this through properly...

B – India Lever Ltd

You work for the purchasing division of India Lever Ltd, a diversified Indian FMCG company.

The sale of jams has been declining recently as public concern over chemicals in food products have been exacerbated by a recent mass food poisoning incident covered extensively in sensationalistic fashion by the national news.

In order to respond to the changing consumer tastes India Lever decided to launch a new range of Orange marmalade called 'Light-Shade O'Range' with real pieces of chopped up orange rind, while simultaneously reducing the amount of preservatives – a highly challenging technical feat that has involved significant investment in research and development.

The sales force has passed back news to you that a competitor company, Doctor & Ramble, has been telling shops and distributors that they will be coming out soon with what sounds like an identical product under the brand name 'Burn-Shadow O'Range'.

Market research indicates that if they launch first with the scale indicated, they would get a dominant and potentially sustainable share of mind and brand recall that will be difficult to catch up to.

You have been asked to purchase 3,000 tons of Oranges from 'Nagpur Oranges Ltd' and given a maximum amount of Rs 30 Crores to spend. There is no other firm in India that can provide the quality and quantity of orange rind that is required for the launch. Most Indian companies produce oranges with skin that is inedible and getting the oranges from abroad would be prohibitively expensive.

Any savings you make from the Rs 30 Crores spend would be a bonus but the critical goal is to purchase the required amount of product. If you are not able to do that it will be a huge blow to the organization.

Since a national launch will involve national television advertising the leadership team has decided that they will not launch unless they have a minimum amount of product to distribute. If you can't procure the rind of 3,000 tons of orange, India Lever will not go ahead with the launch. It's imperative to get that much at the minimum and as much more if possible to fully flood the shops before 'Burn-Shadow O'range' launches.

One thing that makes your life a little trickier is that you know that one of your friends working at Bharat Lever Ltd will be bidding against you. Although Bharat Lever Ltd is an FMCG firm it does not compete in any of the segments India Lever Ltd operates in. However, one of your common acquaintances told you that your friend was also going to Nagpur to speak to Nagpur Oranges Limited about purchasing oranges too!

You think that it makes sense to have a meeting with your friend to find out what you can about his purchasing strategy but you are also worried about how much to share with your friend. A has always been fun to hang out with but is extremely smart too and if you reveal too much about your strategy then A might use it to his/her advantage. You need to think this through properly...

C – Nagpur Orange

You work for Nagpur Orange Limited, a large family business dealing in Orange farming and selling. It is a business that your family has built up over generations and is now the largest and highest quality producer of oranges in India. One of the key factors in its success has been the strong business acumen of the members and it's something that the family takes great pride in.

You are the first generation of your family to have a professional qualification and have worked extremely hard to modernize production and marketing operations. The family is extremely proud of you but they believe that you have one weakness... in matters of negotiating you're too 'nice' and too accommodating. Sometimes they feel you can get a little theoretical in applying your academic learning's to real life business conversations.

A great place to practice your bargaining skills will be with two conversations you are going to have with representatives from Bharat Lever Ltd and India Lever Ltd. Both purchasing managers who are coming to meet you are extremely smart graduates and excellent negotiators who are likely to try every single negotiating trick they can and use their scale to squeeze you for every penny they can.

However, you have the advantage of knowing that they both want your oranges very badly. They tried to act as if they had plenty of options available to them but you could sense that there was nobody else they could buy the oranges from and they were slightly desperate. You could potentially use this to have them bidding against each other and get absolute top dollar for your product.

You have a crop of 5,000 tons of oranges and you would like to maximize the revenue from their sale. You know that if the deal with A or B doesn't work out you could still sell the entire produce for Rs 40 Crores to another company, Doctor & Ramble that has already submitted bids for your entire stock of oranges. D&R has however said that it will buy the whole stock or none. They would rather deal with one large vendor than multiple vendors and they have the option of looking to source from foreign vendors. This will cost them slightly more but they have stated that they would prefer that to incurring the additional transaction costs of working with multiple vendors. You think that telling the representatives of Bharat Lever Ltd and India Lever Ltd that you have offers from their competitor might spur them to pay more but you are hesitant about telling them the amount because you're afraid that if they know your minimum amount they might simply offer you Rs 40 Crores and one paisa (cent) knowing that you have no better offer.

You are not sure what the maximum is that they can pay but one thing you can guess is that if they tell you the maximum they can spend, they may be understating their true budget so that they can take you for a ride. You also know that both the purchasing managers you will be meeting are close friends and they might decide to work together to get the best deal for themselves at your expense. You need to think this through properly.

SESSION 6

TIME: 180 minutes

Symbolic Ability and Interpreting Stories

OBJECTIVES:

By the end of the session, all participants will be able to:

- Analyze how symbolic ability takes place within our minds
- Define personal stories and the existence of multiple points of view to get the full story
- Identify personal fears and patterns which create limiting behaviours

KEY TAKEAWAYS:

- Humans tend to seek 10% unique individuality without bothering to understand what is unique about being human leaving the 90% we all share with everyone on the planet.
- Understand the Symbolic Ability which is the unique evolutionary niche of human beings, works in favor and against, which depends on how one allows it to work.
- Most of the time humans do not react to the reality but react to ideas in their heads which stops them from believing the other side of the story.
- Understanding of self and the world comes from the stories that the world and people tell their own selves constantly.
- Asking the right question to be able to create and interpret authentic stories which can bring one closer to the reality.

SUMMARY SESSION PLAN:

Stage	Key Ideas	Methodology	Resource Material	Time
Mind Jog	We spend all our life seeking our 10% unique individuality without bothering to understand what is unique about being human-the 90% of self, we all share with everyone on the planet. Symbolic Ability is the niche of Human Beings.	Activities + Discussions	Chart Pen Markers Sheets	60 mins
Personal Connect + Information Exchange	The world is made up of stories, that we tell others stories all the time, but most importantly we even tell ourselves stories.	Reflection + Sharing + Activities + Discussion	Chart Markers Sheets Pens Pin Hole Glasses ⁵⁰	60 mins
Information Application	To be able to understand authentic reality we need to break our own stories and the stories that are being told to us by asking the right questions. This is the closest way you can reach to the reality.	Role Play + Discussion	Sheets Pens	40 mins
Real World Connect	It's important to identify and recognize our own stories regarding ourselves and the larger story. Only then you'll be able to challenge them.	Reflection + Sharing	Sheets Pens	20 mins

⁵⁰**Pinhole glasses**, are eyeglasses with a series of pinhole-sized perforations filling an opaque sheet of plastic in place of each lens. Similar to the workings of a [pinhole camera](#), each perforation allows only a very narrow beam of light to enter the eye which reduces the size of the circle of confusion on the retina and increases [depth of field](#). In eyes with refractive error, the result is claimed to be a sharper image.

HOW TO RUN THE SESSION:

MIND JOG (60 mins):

Say:

Now we will dive deep into the reality of the self, for which it is important to 'empty your cups' more than ever, as it will be an obstacle in self-reflection.

Say:

Let's do a small exercise now. Please form pairs with someone who you don't know as well and face one another.

Look into each other's eyes. Feel the energy of the other person with you. One person starts and asks, "Who are we?" The second should respond, and then repeat the question back to the first.

Respond spontaneously to what comes first to your mind. Do not take too much time to respond. Let it move fast between both of you.

Continue asking the question 5 or 6 times and remember the responses of one another. You have 5 minutes for this.

Do:

Have each pair share one thought each in the first round, then in the second round, anybody can add to what is not said already and capture their words on the board.

Say:

There are so many individuals yet so many commonalities. That reminds me of this **Paradox: I want to know 'who I am' without understanding 'who are we?'**

Do:

Now divide into 3 groups and discuss your understanding of this paradox. You have **5 minutes** to discuss, and then come back as a whole group and share.

Ask for some of the reflections? *Write these down on the chart.*

Say:

As a civilization, we are obsessed with focusing on the 0% unique individuality, without bothering to understand what is unique about being human – the 90% of myself that I share with the others of my race.

J. Krishnamurti⁵¹ said *“It is all about relating. Our self comes alive in relationship with the other.”*

Say:

Let's explore this deeper through an activity, because to understand who am I without understanding who are we is difficult.

Do:

Divide the participants in to 5 groups. Pass out chits of paper with species written down on it to each group:

1. Bats – radar
2. Camels – hump
3. Hummingbirds – long beaks and humming
4. Monkeys – opposing thumbs
5. Humans – language

Note: *Instruct the participants not to say what their species is, but to act it out and let the other groups find out.*

Ask:

Ask the participants to talk amongst their groups to discuss the niche which has been mentioned on their chits, why they exist, and how to act out the species and niches without speaking. Give them 5 minutes for this discussion.

After 2 minutes or so of acting out, ask them to stop and try to guess what the others' niches are. Give time to the group to enact and for the group to guess.

Say:

Let's start with the Group 1:

What is their niche? It's radar. So how does this niche help the bat? Why do they not use their eyes? They don't need to have good eyesight anymore because they have evolved from birds to mammals because of the competition in the daytime for food (moths).

There are no coincidences or chance and evolution is not accidental. There is a reason to evolve. It's about the niche, that helps the species to survive therefore we are talking of evolutionary niches.

Next, look at Group 2:

What is their niche? It's their hump. It sustains them for long durations of time when they cannot find water due to their living environment. Also, they have developed padded feet to make walking on sand easier.

Next, the Group 3:

What is their niche? Found at the top of the Argonne forests, it's their specialized long beaks and their humming. The thin long beaks help them reach the small tubular flowers. The humming, created by their rapid flapping, allows them to be able to hover over the flowers, which they must do because they need 6 times their own weight in nectar because of the amount of energy they use.

⁵¹Jiddu Krishnamurti was a philosopher, speaker and writer. His subject matter included psychological revolution, the nature of mind, [meditation](#), inquiry, human relationships, and bringing about [radical change](#) in society.

Next, the Group 4:

What is their niche? It's their opposing thumbs, in combination with the ability to walk upright. They monkey is the closest to the human with these special abilities.

Lastly, Group 5:

What is our niche? Its language, cause and effect thinking, and the use of symbols.

Ask:

- What exactly is language? *(Write down the responses on the chart)*

Possible Responses:

It's made up of words, gestures, symbols etc.

Say:

Do we pay attention to language at all? Language has become our life and death and still we take it lightly. Let's experience it.

Do:

Divide the participants into 3 groups. Give each group a chit.

These are what the three chits say:

1. Fire – run!
2. Let's hug each other.
3. Snake – don't move.

Tell them they have 3 minutes to plan with each other in order to act out what is on the card **WITHOUT** using any language (this means words, gestures, etc.).

After 1 minute of all the groups acting out their cards, stop the groups. Ask them to guess what the other groups are trying to act out

Ask:

- How did you all feel?
- What happened during the activity?

Possible Responses:

Participants will share how difficult it was for them to communicate without language, if not at first, draw out this idea from them.

Share:

How is our language different from that of animals?

Vervet monkeys are the closest to humans as they have a proto-language. They have 3 calls, one for seeing a lion – they call to others to get up, the second for seeing an eagle – to get down, and the third for seeing a snake – to look around.

Animals react to what they see in reality. If there is a fire they can communicate it, but if there is none, they would not be able to make the sound to communicate that there is one. We have a complex

language which can re-present reality. We have symbols – we can represent what is not present. We can express and understand others through symbols.

Ask:

- Where does this come from?
- Why can we do this?

Say:

Humans have the special ability of **Symbolic Ability**.

Ask the participants, what is symbolic ability? It is the ability to represent reality – we can make real things virtual and virtual things real. How can we do this? Our pre-frontal cortex of the brain is overdeveloped. It is 3x in ratio of our body weight as compared to other animals. This gives us the ability of language.

Close by saying,

Let's understand what Symbolic Ability does to us in the next section of the session.

PERSONAL CONNECT + INFORMATION EXCHANGE (60 minutes):

Ask:

Tell the participants to close their eyes and sit in a relaxed position.

Note: *Close off fans and lights and anything that else that can potentially create a distraction.*

Say:

Let us do a small experiment, close your eyes and focus on your breath. Breathe in and breathe out. Now, visualize and focus your mind on a juicy lemon sitting on a table, in the middle of a large empty room. Walk over to the table and take the knife sitting beside it. Cut into the lemon. Take one piece in your hand and lift it. The other piece still lying on the plate. Lift the hand slowly, open your mouth, and squeeze the lemon onto your tongue as the juice slowly drips on it.

CLAP

Open your eyes, where is the lemon? *Take immediate responses.*

Ask:

How many of you can taste the lemon in your mouth right now?

Say:

We don't react to reality; but ideas in our head. We don't even realize that we do this. Sometimes we have a lemon in our heads about others and our own selves too. Our thoughts determine our actions, which determines who we are – our thoughts determine our actions and vice – versa.

Ask:

Has it ever happened that something you believed in turned out to be just a lemon in your head? *Give your example to the group first, and then take examples from them.*

Facilitator Note: Do not hesitate to share a personal example with participants, it will allow them to feel comfortable and share examples from their own lives, which is a good way of checking understanding of the participants.

After sharing done by at least 5-6 participants continue with the next section of the session,

Say:

We are homo narrans, because of symbols, we have language. Now how do we talk through language? What happens when we meet someone new... we talk, and we discover one another's stories. And that is exactly what we will do... discover stories.

Some of you may be thinking why? Well, one of the most desired qualities in a leader is an ability to create and interpret stories.

Ask:

So, what is one of the stories we all have been told our whole lives? *Let the participants give some examples.*

Say:

One of the most common stories that we all have heard is regarding bad eyesight. We have always heard that if our eyes are bad or weak, we must wear glasses. Like how many people sitting here in the group are also wearing glasses.

Now let's try to make a little magic!

Do:

Ask someone who is farsighted (who cannot see things up close) to come in the center and ask them to take off their glasses. Ask them to read the alphabets written in front on the chart.

The participant won't be able to read anything due to his/her weak eyesight.

Create a little excitement and with that bring out the Pin Hole Glasses⁵². Hand them over to the participant and then ask him to read the chart again.

Most probably, the participant will be able to read the alphabets if they take their time by focusing properly.

Ask:

How was it?

Possible Responses:

"I was eager to know what these glasses were made of!"

"I was confused that how I could see without my spectacles."

⁵²**Pinhole glasses**, are eyeglasses with a series of pinhole-sized perforations filling an opaque sheet of plastic in place of each lens. Similar to the workings of a pinhole camera, each perforation allows only a very narrow beam of light to enter the eye which reduces the size of the circle of confusion on the retina and increases depth of field. In eyes with refractive error, the result is claimed to be a sharper image.

Share:

The Pin Hole Glasses has been one of the discoveries of William Bates, who firmly believes that glasses are unnecessary and in fact are harmful instead of helpful. He affirms that people create a “need” for glasses due to a constant strain on the eyes and by relaxing the strain on the eyes by imagining black letters and marks and the movement of such, you can improve your eyesight and eliminate the need for glasses. The thought is, that our eyes if pushed, will seek to get the reward (vision).

Say:

Until now we always heard that the only solution to bad or weak eyesight is to wear glasses. This story was plotted within the society by the lens companies and people kept on believing in them without knowing the reality.

Ask:

Do you know of any other stories like this – we thought to be true, but turned out otherwise? It can be your own life, from TV, from politics.

Take a few examples.

Say:

Stories are re-presentation of reality; they are inherently half true. Where all our understanding of ourselves and the world does come from? Let’s do a quick activity to understand this.

Say:

Let’s go outside for a minute. *(If you want to stay inside, use a fan instead of a tree)*

Pick a tree, and look at it in silence. Time the participants; tell them exactly when one minute is up.

Ask:

How many people looked at the tree for the full minute? *(Take a few responses)*

Most people likely didn’t look at it for more than 10 seconds before they thought of something else or looked away.

Say:

It’s interesting how in a few minutes we were already making stories and are in a different place in our heads. Our minds move faster than we want them to sometimes, thanks to our symbolic ability. All of it comes from the stories that people tell us and the stories that we are telling ourselves constantly.

Share:

The world is an illusion and we use stories to create it.

Ask:

Is a story ever completely true?

Say:

We select what we share with others. *For example, if you share about this workshop, you will not be sharing everything.* This brings us to another **paradox** of ours: **Even a completely true story can never be true.**

So, if no true story can be true, then everything has an agenda and the world emerges with me.

One man's bullshit is another person's catechism. And it seems that things are never what they seem, yet they are what they are.

Close by saying,

If all these stories which are being created by the society or by me are half true, then how to reach the reality?

INFORMATION APPLICATION (40 minutes):

Do:

Make four groups. These four groups represent elders and people from the same village. All of them are the residents of this village.

Say:

Now imagine that we are in the year 2075. You will have a special guest coming today from another village from Haryana.⁵³ He is a very respectable elder from that village and people call him 'Tau'⁵⁴. He is looking for girls to make a suitable match for 4 boys from his village.

You need to decide whether you accept his proposal of marrying your daughters to boys from his village. If you want, you can ask questions from him. But since he has very less time, as a group you can ask a maximum of 3 questions. Tau will answer the questions truthfully.

As a group, you have 5 minutes to decide the top 3 most important questions that you want to ask.

FacilitatorNote:

- *When Tau enters. Add drama and fun with Tau wearing a turban and talking in Haryana accent. This character will answer all the questions truthfully, but can tactfully dodge the questions. After the initial welcoming, give each team a chance to ask 1 question at a time, and then start the second round of questions.*
- *Create fun in the process, yet not reveal the truth (that the Tau is from a village which practices sex selective abortion and there is a dearth of girls in the village due to this) till they ask a direct question like 'what is the girl/boy ratio or is there sex selective abortion in your village?'*

Possible audience questions and answers from Tau:

Q: Why are you coming so far to marry your daughters? Why not in your own village?

A: According to custom, we cannot marry our daughter in our village as it is the same clan. Also, we have heard very good praise of daughters of your village. They are educated, cultured etc. so we have come here as we want the best for our boys.

Q: How are your boys? Do they have any bad habits? What is their age and source of income?

A: Our boys are well educated and young between the age of 25-27 years. They earn well as we have a lot of family agricultural land. They have no bad habits and they respect elders.

⁵³"Haryana" is a State in India which has a low sex ratio. When doing this activity in different context try to choose a city which has high gender violence or sex structure abortion that participants would be familiar with.

⁵⁴"Tau" is a Village elder who is usually male and has the power in decision making.

Q: How do you treat your daughter in law? Can she study? Dowry etc.?

A: There will be no restrictions on her study. She can visit her parents. We will give her anything that she asks for and will not demand any dowry.

Q: Are there women in your village?

A: Yes, there are lots of wives. (Trick is there are women but not girls as girls are killed at birth, but women are brought from neighboring villages for marriage)

After all, 4 groups, have asked their 3 questions,

Ask:

Are you willing to give your daughter's hand in marriage?

Facilitator to try and seek a 'yes' answer. Say that they have been given so much chance to inquire, now they can say 'yes'. If the group still seems unconvinced, tell them that you will give each group the chance to ask one more question to the Tau.

Complete the extra round.

Ask:

Now are you satisfied and willing to give your daughters hand in marriage?

Possible audience responses:

- *"We are not completely satisfied but we will still go with yes."*
- *"I don't think I have enough information to say yes."*

Say:

Thank you for participating in the role play with enthusiasm. Please de-role from the role play and let's analyze what happened.

Do you think you could find out the truth or the Tau was still hiding something?

Possible audience response:

"I still suspect that some information is hidden from me."

Say:

The reason for Tau to come so far looking for a match was because he doesn't have girls in his village. Haryana is famous for sex selective abortion and the male/female ratio in their village is low. Yes of course your daughters would be given all the freedom to study, work and respect at home but they will not be allowed to give birth to a female child.

Ask:

What do you think stopped you from getting to the truth?

Possible audience response:

"There were very few questions and we should have been given more questions and time."

Say:

As a group, you had 3+3+3+3 twelve questions, plus 3 more that is 15 and even in that we could not get to the true story.

In life, we meet so many people, and everyone is telling us a story. Firstly, do we ask questions to them to uncover the full truth? (because now we know there are parts that may not be told) How do we cut through the bull shit? How do we sift through the crap?

Ask:

Why don't we ask questions?

Possible audience response:

- "What will they think?"
- "People will think that we are questioning or disrespecting them."
- "We are always told to follow and not ask questions."

Say:

In life, will you get as much time to ask as many questions? The important thing is that "Do I ask the right questions to get to the full story?"

If you ask a vague question, you will get an unclear answer, where truth can be hidden. The right question in this Tau role play could be 'what is the girl/boy ratio in your village or is there female feticide practiced in your village?' Knowing that he is from Haryana and such a practice is prevalent there. So, knowledge of who are we interacting with, is also critical. Tau answered all questions truthfully, yet managed to hide the fact he did not want to reveal because questions were not specific, and allowed him to dodge us.

So, the skill to be built is of **asking the right questions**.

Share:

The list of 'Right Questions to Ask':

- What are facts? What are my interpretations?
- Am I listening?
- What am I feeling listening to the story?
- What is not in the plot?
- Who is the real villain?
- Who owns the story?

REAL WORLD CONNECT (20 minutes):

(At this stage, the participants bring forth his/her learning from the day's activities and have a small task/goal to accomplish that informally assesses their learning)

Ask:

- Ask the participants to identify one abiding story that they have been telling themselves which they would like to challenge.
- Ask the participants to identify one story which the world/society has been telling them about world peace/sustainable development which they want to challenge.



Let them apply the list of right questions to their story and share their results with a partner from the group itself.

SESSION 7

TIME: 120 minutes

Value Ranking

OBJECTIVES:

By the end of the session, all participants will be able to:

- Identify the values, which are important to them and prioritize their core value.
- Explain how values influence decision making and stances that one takes with respect to conflicts.
- Describe the need for respecting others' decisions and stances in conflicts.

KEY TAKEAWAYS:

- Understand the role Values play, either consciously or unconsciously guides actions in making choices. Hence, the choice people make reflect their perception of what is right, just or cherished at a time.
- Difference/prioritization in values is one of the main reasons behind the arising conflicts. Different people may have different values. Though one may not be able to relate with someone else's values.

SUMMARY SESSION PLAN:

Stage	Key Ideas	Methodology	Resource Material	Time
Mind Jog	Ranking my own top value from the list of values being shared.	Reflection + Sharing	Pens Sheets List of values (Annexure 7.1)	10 mins
Personal Connect	Identifying an interpersonal conflict.	Reflection	Pens Sheets	10 mins
Information Exchange	Different people react differently to situations despite having similar values because they prioritize their values differently.	Polarization Activity + Discussion	Chart Markers Sheets Pens	50 mins
Information Application	It is our value that determines the attitude that we will have. Attitude is then reflected by the behavior of the person.	Discussion	Chart Markers	20 mins
Real World Connect	It is important to remember that the other person is also operating from its core values and hence, you need to	Reflection + Discussions	Charts Markers Pens Sheets	30 mins

	respect them even if you don't agree with them. That's the only way we can start to empathize with others and resolve our conflicts in a peaceful manner.			
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HOW TO RUN THE SESSION:

MIND JOG (10 minutes):

Do:

Put up the list of values on the wall for everybody to read. Give the participants a slip of paper.

Put up the list of values on the wall for everybody to read. (Refer to the **Annexure 7.1**)

Give the participants 6 slips of paper each.

Say:

From the list on the board, choose 6 values that you consider the most important for you and note these down on the slips of paper with you. You must write only one value on each sheet.

Allow them 5 minutes to complete this task.

As a next step, please go through the 6 chosen values carefully and shortlist only 1 value that is most important to you.

Allow them another 5 minutes to complete this task.

Initiate a discussion following the guidelines below,

Ask:

What was it like to choose at first 6 values out of a collection of values and then zero in on one final value? Was the process easy/difficult? Why?

PERSONAL CONNECT (10 minutes):

Say:

We will now go deeper into understanding values throughout this session.

Write down one conflict which is ongoing in your life at the moment. It should be an interpersonal conflict with one more person. *Give the participants 5 minutes to write this down.*

Thank you for engaging with the activity, please keep the paper aside and let's go into the next activity.

INFORMATION EXCHANGE (50 minutes):

Ask:

Participants to stand in one corner of the room

Say:

I will now say a statement. Those of you who agree with the statement stand on **my left**. Those of you who disagree with the statement stand on **my right**. You have to choose either to **agree** or **disagree**.

You will be given 5 minutes to make up your mind.

Once you get in your respective group you will be given 10 minutes each to justify your stance. You need to nominate one person from each group who can share this justification with the other group.

Do:

Give out the statement, written on a piece of chart:

"Violence is justified for the right cause"

Give them 5 minutes to make up their minds and choose a side. After everyone has taken a stance, ask them to now prepare their arguments to justify their stance.

Facilitator Note: *Make sure all the participants participate in the discussion. Tell them that they should think about all the reasons why they chose a particular stance.*

Do:

Ask the person nominated by the first group to share their reasons after 10 minutes.

Write down the main points/reasons on a chart paper/board. Inform the other group that they cannot contest any reasons at this point.

After the first group shares their reasons let the person nominated by the other group make his/her presentation. Write down the main points/reasons on a chart paper/board.

After both groups, have shared open the debate to the larger group (anybody who wants to contest someone's opinion can talk). However, ensure that at one time one person is talking.

Let both the groups' debate for another 10 minutes and then stop the debate.

Ask:

Ask the participants to get back in their seats and give a big round of applause for each other.

Show the chart where their responses were written.

Say:

- *Possible values for agreeing with the statement would be: security, self-defense, justice.*
- *Possible values for disagreeing with the statement would be: peace, harmony, and co-existence.*

The reasons that we mentioned for taking the stance are values that we believe in. Values are standards or principles which help us decide which way to go and what stance to take.

Do:

Read out the values. After each value ask the participants to raise their hands if they believe in that value. Example: say if you believe in justice raise your hand.

Ask:

“If everyone has similar values or believes in similar values, how is it that they take different stances?”

Give them a few minutes to think and respond.

Say:

We all have similar values. However, at a given time we choose to prioritize one value over the other. And therefore, we take different stances. So even if all people here believe in justice and peace, those who would prioritize peace over justice will be against violence and those who prioritize justice over peace will be for violence.

Values are not right or wrong, they are simply values. Therefore no one can decide which values an individual should prioritize; it depends upon what the individual believes. Similarly, one's stance is also never right or wrong, it just shows what the person values most. Difference in values is one of the main reasons behind the arising conflicts.

Transition Note : *In this section we saw that all of us have values which are neither right nor wrong. The way we prioritize values determines our stances in a decision. Let us now explore more about how value prioritization is linked with our decision.*

INFORMATION APPLICATION (20 minutes):

Say:

Our decisions, values and behaviors are all linked together. The root of our behavior lies in our values. Therefore, if we want to modify our behavior we should think about which values we can prioritize.

Attitude is a way of thinking or feeling about someone or something. Our values determine how we would think about a certain individual or situation. Our attitude is reflected in our behavior.

For example:

I want to change my habit of not submitting my homework on time.

What are the value, attitude and behavior in question here?

Take some responses from the audience.

Share:

Here the **behavior** is not submitting the assignment on time.

What **attitude** do we have then?

The **attitude** is I will do it when I get time.

Why have we not done our work?

Possible audience response:

"Helping mother with household work."

So, what is the **value that we prioritized over what value?**

Possible audience response:

"Punctuality over helping, discipline over respect for elders."

Therefore, if we want to change our habit, the way forward would be to change our value prioritization.

REAL WORLD CONNECT (30 minutes):

Ask:

Ask the participants to go back to the sheet where they had written their inter-personal conflict and ask them to try to identify the values that they prioritized and also try to guess the values from which the other person is operating on.

Give them 15 minutes to reflect and write. Ask them to share it with a partner.

Say:

It is important to remember that the other person is also operating from its core values and hence, you need to respect them even if you don't agree with them. That's the only way we can start to empathize with others and resolve our conflicts in a peaceful manner.

Even in the larger context conflicts within the society regarding social issues arise due to lack of empathy and understanding of the different people's values. These value clashes have led us to violent activities in the world. By understanding the values on which people are making their decisions on, it will be easy for anyone to empathize since we all are functioning on the similar values but the difference only arises in prioritizing.

ANNEXURE 3.7.1

The list of the 16 Values: *(to be written on the chart)*

Freedom	Love	Money	Passion
Creativity	Ambition	Motivation	Happiness
Excitement	Knowledge	Success	Fame
Adventure	Enthusiasm	Peace	Friendship



SESSION 8

TIME: 120 minutes

Building Agreement: Responding Style

OBJECTIVES:

By the end of the session, all participants will be able to:

- Explain the importance of active listening in relationships
- Analyze their responding styles
- Apply the ESCA (fill-form) model to their conflict situations

KEY TAKEAWAYS:

- To resolve conflicts and to build stronger relationships, it is important to acquire the skill of active listening.
- Use ESCA model to see what one needs to change in his/her natural preference to improve listening skills.

SUMMARY SESSION PLAN:

Stage	Key Ideas	Methodology	Resource Material	Time
Mind Jog	Establishing the importance of Active Listening.	Active Listening Quiz	Pen Sheets	15 mins
Personal Connect	When someone listens to me actively it makes me feel happy and positive. When someone doesn't it makes, me feel sad and negative.	Reflection + Discussion	Pens Sheets Chart Markers	20 mins
Information Exchange	The evidence of you listening actively depends on how you respond.	Response Style Inventory	Pens	30 mins
Information Application	The ESCA sequence of response style is explained to them: first Empathy, Searching, Confrontation and Co-Advising.	Discussion + Board work	Markers Charts	30 mins
Real World Connect	Applying ESCA as a means of understanding conflicts.	Sharing + Reflection	Sheets Pens	20 mins

Transition Note:

In the last session, we saw that conflicts arise because we are not able to understand the other persons' needs and priorities. One of the reasons why we don't understand the other person is because we don't listen to that person. In this session let us look at the importance of active listening and how it helps in building deep relationships.

HOW TO RUN THE SESSION:

MIND JOG (15 minutes):

Do:

Ask the participants sit in a circle.

Say:

We will now play a listening quiz. I will say 9 statements, which I will only say once, they will not be repeated. You will be given 20 seconds between each statement to write down your response.

Are you a Good Listener?

No.	Question	Right answer
1.	A man builds an ordinary house with 4 sides, but each side has a southern exposure. A bear comes to the door and rings the doorbell. What color is the bear?	The bear is white. The builder is at the North Pole, and the clever bear is a polar bear.
2.	An archaeologist claims that he has dug up a coin that is clearly engraved with the date "46 BC." Why is he a liar?	BC means "Before Christ". The culture that stamped the coin in 46 BC would not know of Christ.
3.	If you had only one match and entered a cold room that had a kerosene lamp, an oil heater and a wood stove, what would you light first to maintain the most heat?	First, you should light the match.
4.	According to international law, if an airplane crashes on the border between 2 countries, would identified survivors be buried in the country they were travelling to, or the country they were travelling from?	You wouldn't bury the survivors, only the dead.

5.	How many birthdays does the average man have? How many birthdays does the average woman have?	Each man and woman has only one "birthday". All the rest are anniversaries of that date.
6.	Is there any federal law against a man marrying his widow's sister?	There's no law against a man marrying his widow's sister- But to have a widow, he must be dead.
7.	If you were to overtake the last runner in a race where would you be?	You cannot overtake the 'last' runner
8.	If you were to overtake the second runner in a race where would you be?	Second
9.	If a ladder tied to the side of a ship is 2 ft above water and the water level is rising at the rate of 1ft per hour, how much of the ladder will be still above water after an hour?	The ladder will be still 2 ft above water level because with the rise in the water level, the ship will also rise at the same rate.

Do:

Go over the questions one by one and ask the participants to say their responses. Say the correct response after taking in a few responses on each of the questions. Ask the participants to award themselves 1 mark for every correct response.

Ask:

Congratulate the person who has received the maximum correct responses.

Say:

Communication is made of two components: listening and speaking. For this game to be successful a person needs to speak and listen effectively. Many times, we noticed that in the excitement of playing the game the other person doesn't listen carefully or speak clearly. You may have also noticed that many times people think that they know the word and so don't listen carefully.

If we use these insights to our daily life, we see instances where we don't listen carefully or we feel that we know something and therefore don't listen fully. Conflicts arise because we can't understand the other person fully if we don't listen to them carefully. Active listening is an important skill in building relationship. We all have experienced the power of active listening in our lives. Let us think about those experiences in the next session.

PERSONAL CONNECT (20 minutes):

Say:

Inform the participants that the following is an individual activity and they should refrain from talking to one another.

Ask:

Think of one time when someone listened to you. How did it make you feel? What are the behaviors/things that made you feel that someone was actually listening to you?

Do:

Give participants 5 minutes to think.

Ask:

When was the one time someone did not listen to you? How did that make you feel? What was the behavior that made you feel that someone was not listening to you?

Do:

Ask the participants to share the behavior and feelings. *Write them down on a chart paper under two separate columns.*

Say:

When you feel heard, it generates positive feelings and you feel connected to the people who listen to you. However, when you don't feel heard then it generates negative feelings and you feel disconnected with them. The evidence that someone has heard you carefully is in the way the person responds to you.

Now that we know the importance of listening in relationship let us do another activity.

INFORMATION EXCHANGE (30 minutes):

Do:

Inform the participants that the following is an individual activity and that they should refrain from talking or discussing with one another.

Say:

Introduce the Response Style Inventory (**Annexure 8.1**): "These are hypothetical (imaginary) statements made to you by your peers. You have to allot total three points per statement by either dividing these points between the responses or giving all the points to one response". This exercise contains a series of ten statements that is hypothetically made by your peers. Besides each are 4 responses. Select the response that you would be likely to make if you were responding to that person face-to-face. Remember, this is the first response statement you're making. Subsequently, you may go on to have a longer dialog, but this inventory focuses just on your first response. An example is given in the inventory so that you understand what needs to be done.

Lay out the rules:

- There are going to be total ten statements
- So, maximum points you will allot are thirty
- There are no right or wrong responses
- Do not think much, it is your natural response that is important
- Please mark your point allotment in the score sheet given at the end of this inventory

- You have about 15 minutes to complete the inventory. If you don't have any questions you can begin now
- After you have finished please transcribe your scores in the key. Don't go any further

Do:

Distribute the inventory to all the participants. Explain the example to them from the inventory.

Say:

You will be given 15 minutes to fill the inventory. Please answer all the questions. If at any point you don't understand something, come to me and I will explain it again to you.

Do:

After the participants finish the inventory ask the participants to share their scores and write them down on a chart paper.

Facilitator tip:

You will need to take a call on the time as per the situation with the participants. If you feel the participants will not be able to complete the inventory in 15 minutes you can give them more time. Only make sure that this is the first response and they don't think about their responses too much.

INFORMATION APPLICATION (30 minutes):

Ask:

Look at the inventory and try to figure out what each of the letters means.

Say:

Listening is a two-way activity. It involves speaking and responding. As you saw in the earlier activity, how we respond shows the other person that we are listening carefully or not, so it is very important. This inventory shows you how you normally like to respond when someone shares something.

So, let's talk about what ESCA means.

ESCA is a responding style sequence. There is a sequence to how we respond. Let's look at the inventory and try and figure out what each of the letter means.

In the first statement of the inventory your friend tells you how unhappy and upset s/he is because s/he is not nominated for competition. There are 4 responses given. Let us look at each of the responses

Do:

Ask participants to look at response A of the statement.

Ask:

What do you think that response does?

Possible audience response:

"Soothe the person."

"Share the feeling."

"Agree with that feeling."

Say:

The first response considers how the person is feeling and expands on that feeling. This type of response is known as **Empathetic responses**. In ESCA, **E** stands for **Empathy**.

Do:

Tell participants to look at option C of the statement.

Ask:

When you ask questions to get some more information what are you doing?

Possible audience responses:

"Asking for answers"

"Getting more information."

Say:

When you respond by asking a question, it is to find out more information about what has been told to you.

While empathy soothes a person's feelings, asking questions as responses, tells the person that you are interested in listening to the problem. In ESCA, the **S** stands for **Searching**; which means asking questions to get more information about something.

Do:

Ask participants to look at option D of the same statement.

Say:

In this option, you question the persons' behavior and confront the person. The **C** in ESCA stands for **confrontation**.

Do:

Ask participants to look at response B.

Say:

This type of a response is advisory. The **A** in ESCA stands for **Advisory**. This is when you tell people what they should do.

Therefore, **ESCA stands for Empathy, Searching, Confrontation and Advising**.

Ask:

According to you what is the right responding sequence? What type of responses should come first and what should follow?

Do:

Give the participants some time to answer. For each response ask why do they feel so.

Say:

Although all styles of responding are important, it is essential to start with empathy so that you can understand other person's point of view. When you understand the person, you can get more

information about the persons' feeling and facts and use them to confront the person if need be. Finally, you can give advice if necessary. If you start with advice or confrontation, as we quite often do, the other person may feel threatened or feel that you are not interested in listening to him/her. Therefore, empathy is the first step to build a positive relationship.

Facilitator tip:

If the participants are not able to figure out the sequence, you can do a small role-play where you ask the participant to come to you with a problem and try responding to them in various styles. Ask them which style did they prefer first and what next? You should get the ESCA sequence by this.

REAL WORLD CONNECT (20 minutes):

Say:

Think of a real-life conflict or situation, which you would like to discuss here and have someone respond to it.

Sit in triads where one participant will share a conflict and second participant will respond to it through ESCA. The third person must observe and give feedback to the second participant on the way in which ESCA was used.

Take 7 minutes to complete one round and ensure that you are able to cover all three people in around 20 minutes.

Facilitator's Tip:

- ✿ *If the participants find it difficult to open-up or understand, the facilitator should lead and share an example and get the co-facilitator to respond using ESCA. Move around in different groups to get a sense of how the participants are being able to use ESCA.*
- ✿ *There might be questions like, "how can I use this method when someone is in crisis or emotionally distraught?" Help the participants to understand that one also must apply sensing and gauge how the environment is however, if used authentically and consistently it can enable the other person to see hidden perspectives.*

ANNEXURE 3. 8.1

What is Your Response Style?

(Participant Version)

This exercise contains a series of ten statements that is hypothetically made by your peers. Imagine you are part of a youth club in your community. This club consists of young people of different backgrounds coming together regularly for meetings towards understanding themselves and their communities better.

Besides each question are four responses. Select the response that you would be likely to make if you were responding to that person face-to-face. Remember, this is the first response statement you're making. Subsequently, you may go on to have a longer dialogue, but this inventory focuses just on your first response.

For each of the ten statements, you have three points to assign, giving them to one or more of the alternate responses. Here is a typical statement and its four responses:

Example statement

"As a senior member of the group, I was asked to supervise the new members. It's been three months and by now I'm quite sure that one of these fellows seems more interested in his own needs and personal interests than he is in working on our youth club goals and standards."

Responses

- A) "Why do you think he is putting his own needs ahead of the youth club?"
- B) "Maybe you haven't spent enough time communicating your club's goals and standards."
- C) "I think you should tell this team member how you feel and at the same time get him to express his views on the situation."
- D) "Supervising such a person can be quite difficult."

You may assign your three points to indicate your response style as follows:

- If you agree fully with one of the responses (say the second one that begins with "Maybe you ...") and do not like any of the others, then give all the three points to this selection. In this case, your entry on the answer sheet will look like the one shown on the right.
- If you agree with two responses, one a little more than the other, then give two points to your first preference and one point to your second preference. In this case, your entry on the answer sheet will look like the one shown at the right.
- If you agree with three of the four responses equally well, you can assign one point to each of them. In this case, your entry on the answer sheet will look like the one shown at the right.

0
3
0
0
2
0
1
1
1
0
1

To summarize, you must assign three points between each set of four responses. You can follow any of the patterns discussed. Fill in a zero for any response that receives no points. *Select the*

response that you are most likely to make.

Exercise:

1.	"I think my performance is good but I am not so sure about what my leader expects of me. I haven't been told how I'm doing and I don't know what has been planned for me. I don't know where I am going. I wish I knew where I stood." a. "That's a fair expectation. Everybody needs feedback on their performance and some direction to their careers." b. "If you gave it a little thought, you'd realize that the key thing is to put in your best performance and not focus on your career. Your leader will take care of that." c. "What has been your performance rating in the last two years?" d. "Why have you waited for so long to tell somebody? You should have discussed your concern with the leader long ago."	A.
		B.
		C.
		D.
2.	"It happens every time my new senior appears in the youth group. He just takes over and orders me around in front of everyone. He keeps questioning me on every little thing as if I am not responsible enough. I have been with this youth group for two years and he still keeps telling me what to do and how to do it. I get confused and upset. What can I do?" a. "I know. Being corrected in front of everyone can be quite upsetting." b. "Why are you getting so upset? If you make a mistake you should expect to be corrected." c. "How long has this been going on?" d. "You should discuss it with the same senior or report it to the leader."	A.
		B.
		C.
		D.
3.	"Even though I have been working for two years, I sometimes feel that I should start studying once again and get a higher professional degree. But then I will lose my seniority in the club. I really don't know whether it is worth it." a. "The experience you gain while working is more valuable and useful than getting a professional degree" b. "What kind of a degree do you have in mind? What would you like to study further?" c. "You could do both – work in the day and take up some part time course in the evening." d. "I can understand your confusion, it's a pretty tough decision to make."	A.
		B.
		C.
		D.

4.	"I had kept my eye on that position for a very long time; I've been working hard for it. I know I could do the job. And now I find that this new member is coming in to take up that place. I'm feeling very upset and let down. I could prove myself if I had the chance. Well, if that's what the leadership thinks of me, I know when I am not wanted." a. "Maybe your qualifications don't compare with those of the new member." b. "Did you speak to your senior members or leader about it?" c. "I would make sure the leadership knows your views and let them know your interest in advance." d. "You feel like giving up when the leadership ignores your hard work and hires from outside."	A.
		B.
		C.
		D.
5.	"I have been working in this youth club for the last one year. I have been doing the same thing day in and day out. I am beginning to feel very bored with my work. There is nothing exciting, different or challenging." a. "One year is not so much. One should spend at least two years with a youth club to get to know it well." b. "I agree, it does get monotonous sometimes." c. "It's not a very old youth club in the community right? Were you part of the transition team? How long has it been since this youth club was stabilized?" d. "You should try to make some small continuous improvements in your own area of work."	A.
		B.
		C.
		D.
6.	"I don't know what I am going to do. I'm making all kinds of mistakes and I know my senior leader is getting agitated with me. He's already reprimanded me twice this week. And he was very harsh about it." a. "Why do you think you make so many mistakes?" b. "Why don't you tell your supervisor how you feel?" c. "You must be pretty disturbed, especially if you don't know what is behind the mistakes." d. "Perhaps your leader has good reason to be agitated with you."	A.
		B.
		C.
		D.
7.	"My senior leader has advised me to strongly consider the opportunity to shift to another position in the youth club. But I am worried and am not so sure whether I want to do this. At the same time I don't want to offend him." a. "I wouldn't let anybody push me into making my decision." b. "It's quite a difficult decision to make especially if the other position is very different." c. "Why are you not keen on shifting to the new position?" d. "You should stay with your position and tell your leader firmly that you will not shift."	A.
		B.
		C.
		D.

8.	"I don't know what I am going to do? I have been working late for three months now. I thought I'd get a break this month but two members left so it's going to be late again. I don't think it's fair at all." a. "Sounds like you feel you're being taken advantage of." b. 'If I were you, I'd discuss it with the senior club members. You should tell them how you feel." c. "If you didn't act like such a diffident person, you would have stood up to your leader by now." d. "What is the basis of long assignments?"	A.
		B.
		C.
		D.
9.	"The fact is, I'm in the wrong position. I've hesitated leaving for a long time because I have spent three years doing this type of work. But I think I would be much happier if I leave this club behind and enter this other completely different position—even though I will be starting at the bottom of the ladder." a. "You really should stay in the position you have since you don't know what you're getting into if you change positions." b. "To change fields after spending three years doing one kind of work is a big decision --- I am sure it's not easy for you to make." c. "Why are you so afraid of challenges?" d. "What is it that appeals to you in this other position?"	A.
		B.
		C.
		D.
10.	"It's happened again! I was describing my problem to my senior leader, and she starts staring out of the window. She doesn't seem to be really listening to me because she asks me to repeat. I feel she's just superficially giving me the time to state my problems – actually it's her way of merely side-stepping the issue and postponing the flash point." a. "You should stop talking when you feel she is not listening to you. That way she'll start paying attention to you." b. "You can't expect her to listen to every problem you have. You should learn to solve your own problems." c. "What kind of problems do you talk to her about?" d. "It feels strange when someone asks you for your problems, you pour them out and they don't listen."	A.
		B.
		C.
		D.

Response Style Exercise – Answer Sheet (Participant Version)

To enter the responses in the answer sheet, write down what score you have given yourself for each question

E.g. If your score 2,1,0,0 in the first question, then please enter:

ANSWER SHEET:

	E	C	S	A
1.	A=	B=	C=	D=
1.	A=	B=	C=	D=
2.	D=	A=	B=	C=
3.	D=	A=	B=	C=
4.	B=	A=	C=	D=
5.	C=	D=	A=	B=
6.	B=	A=	C=	D=
7.	A=	C=	D=	B=
8.	B=	C=	D=	A=
9.	D=	B=	C=	A=
10.	D =	B =	C =	A =
Total				

Closing Note:

Throughout the workshop ensure that conversations with each participant have taken place regarding the thematic (Peace, Sustainable Development and Global Citizenship) they want to undertake as part of the YESPeace India SMILE Journey. It is important to let the participants know that this choice is not set in stone and they could change it along the journey. However, to have some direction it would essential to choose one.

Module 4: INTERNSHIP

Purpose

It is critical for the participants of the YESPeace journey to see and experience the thematics of Peace, Sustainable Development and Global Citizenship in the real world. The Internship Module, provides the participants an opportunity to do just that through structured experiential action learning journeys with grassroots organisations and movements working on these thematics.

OBJECTIVE :

By the end of the internship the participant would be able to:

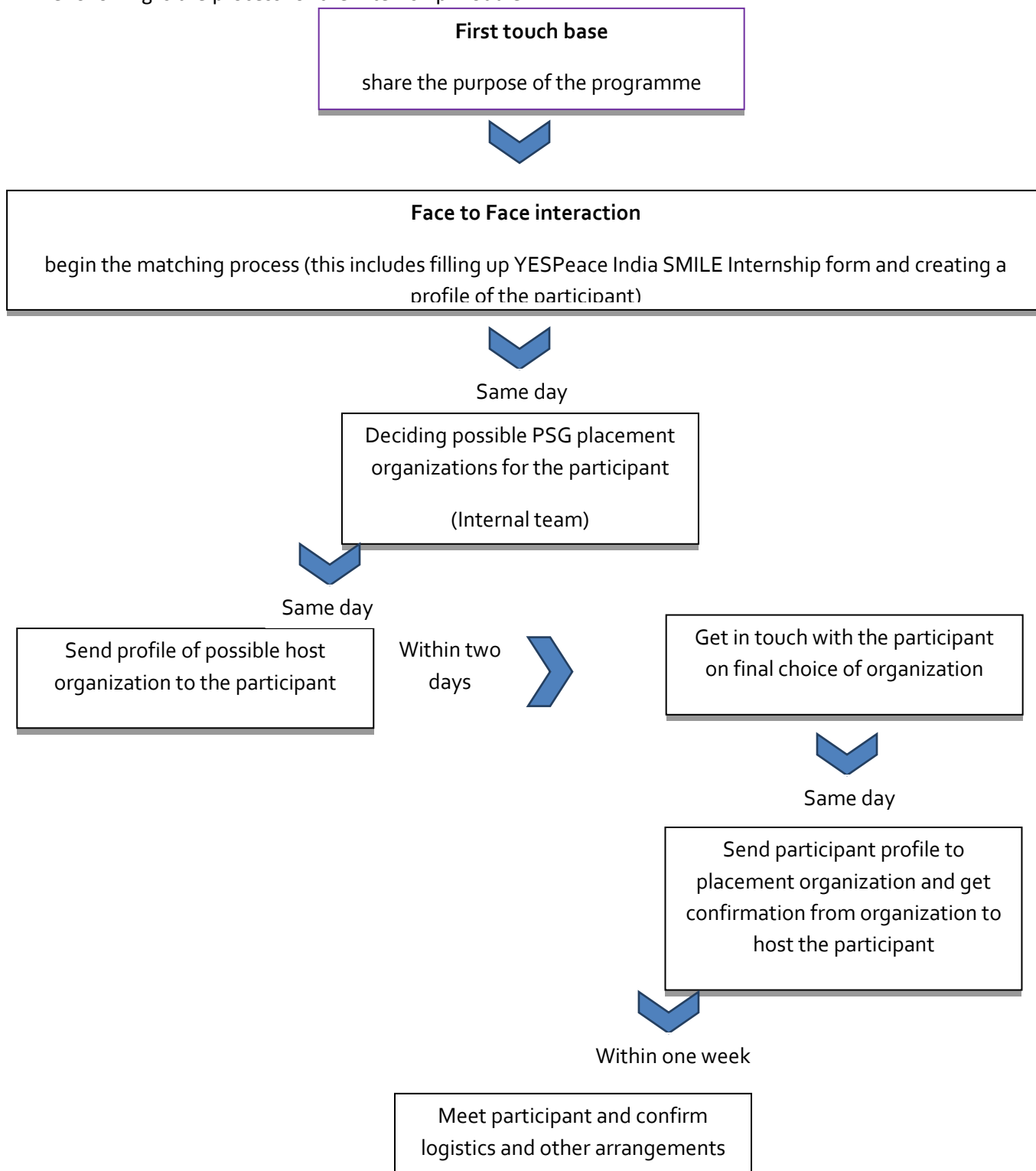
- Analyse the EPSG issues around them and connect it to on ground action through internship action project
- Evaluate development models and their effectiveness vis a vis EPSG
- Demonstrate a positive movement on their personal learning plans by challenging at least one of their fears and habits

KEY TAKEAWAY:

- Understand how Peace, Sustainable Development and Global Citizenship manifest on the ground and the different intervention models being used to engage with them
- Taking responsibility for creating/ supporting interventions to strengthen EPSG
- Strengthening own resolve to take stances through greater empathy
- The importance of reflection and mindful action for learning

4.1 Internship Pre-Process

The following is the process for the Internship module.



First touch base

The first touch base is for getting basic details and aligning the purpose of this segment in the YESPeace journey. During this the conversation should support the participant in identifying what competencies they can develop, inspire them to commit the time needed, be aware of any financial implications by talking them through the process of the programme.

Face-to-Face Interaction

If the participant wants to do the internship and comes in for an interaction they need to be given the application form to fill (**Annexure 4.1**).

Ask them to fill the form given in the Annexure. They can take as much time as they like and there are no right or wrong answers. This can be immediately post the first touch base or a few days depending on how the individual feels.

After the form is filled take some time to read through the form to know more about the participant. Invite them to have a conversation in a room where others cannot overhear.

The purpose of the conversation is to understand the person better and identify the learning needs as well as interest areas to ensure a good match with the projects and organisations for placements. It is also critical to align expectations and make thought through commitment on both sides as it offers an opportunity to assess the emotional and mental readiness of the person to undertake this learning journey. The purpose of the conversation is to understand the person better and identify the learning needs as well as interest areas to ensure a good match.

PARTICIPANT PLACEMENT MATCHING PROCESS

To ensure that the placement organization and the participant are able to benefit from the process the following points should be kept in consideration (this is not an exhaustive list and could vary from situation to situation):

1. If the participant has attended Foundation Retreat previously check the thematic that the participant is interested to carry forward work on.
2. Does the work at the organization match the interests, skills and learning need of the participant?
3. Does the participant require constant supervision and mentoring, if yes, can the placement organization offer that to the participant.
4. Are there any health and safety concerns at the placement organization which the participant might or might not be able to deal with?
5. Would the participant need constant on-site mentoring or can the mentoring be done over the phone/long distance?
6. Are there any significant experiences in the life of the participant that might come up while dealing with an emotionally volatile situation during placement (like, growing up in a conflict zone, loss of family or loved ones, mental health concerns, sexual or physical abuse).
7. Would the placement organization challenge the participant enough to get out of their comfort zone (for example, if the participant defines herself/himself as an introvert, would there be enough opportunities to go out and engage with people in new settings).

Keeping the above in mind place the participant in an organization. Offer both a chance to speak with each other and to ensure that the decision is an informed one.

Module 4.2 Orientation & Launchpad to Internship

PURPOSE

Understanding the themes of Peace, Sustainable Development and Global Citizenship in a community setting to enable grounding of experiences related to the themes. The methodology used throughout the orientation is experiential learning with different methods covering the topics. The camp will give the knowledge and the skills to better understand the work of the identified EPSG organizations that they will be placed in and make the most of their placements. The workshop takes place in a rural area to ensure that the volunteers are learning based on some experience rather than just intellectual imagination. Two-way feedback as a principle is reiterated strongly at this point. Mentoring relationships are also strengthened. The group being diverse also brings an immense richness to the learning process and challenges people to challenge their singular stories. They become the biggest support systems for each other and help each other to build more informed world views and ideas.

OBJECTIVE

By the end of the workshop the participants will be able to:

- Understand and apply the thematic of Deep Self Awareness, Peace, Sustainable Development and Global Citizenship
- Apply critical skills like; Systems thinking, asking right questions, learnability and interpreting stories
- Apply critical skills and thinking to internship and action projects

KEY TAKEAWAY:

- Apply critical skills and thinking to internship and action projects
- Support group for support during the in-turn-ship and after it
- Personal learning goals and plan to work on closely with assigned mentors

SUMMARY SESSION PLAN:

Day	Topics	Time
1	Introduction and Breaking the Ice	90 minutes
	Context Setting and Ground Rules	1 hour 30 minutes

	Understanding Development Lens Theory of Change	65 minutes
	Who Am I? - Self, Identity and Identification - Reflective Thinking	3 hours
2	Trust Walk Mindfulness: Building positive energies and releasing negative thoughts and energies	90 minutes
	Systems Thinking: The Curse of Globalization - Establishing the Laws of Systems Thinking - Sustainable Development Goals: Evolution and relevant targets for PSG - PSG Policies across the world - Sustainability: Dilemmas	2 hours 30 minutes
	Re-scripting my Belief Story - Identifying certain patterns in Self - Role Beliefs - Personal Learning Plans	2 hours 30 minutes
	Village/Community Visit	3 hours
3	Power Purity Privilege Anatomy of Power, Privilege and Purity	2 hours 40 minutes
	Cycle of Disadvantage Anatomy of PSG	1 hour
	Village/Community Stay	Overnight
4	Voluntary Physical Labor Activity	3 hours
	Experience Sharing	1 hour
	Paradox of Survival - Understanding Conflict Models - Win-Win and Collaboration	1 hour 50 minutes
	Community Cooking	
5	Trust Fall + Letting Go	2 hours

	Managing fears and developing a daring attitude	
	Documentation	1 hour
	Heart to Heart	1 hour
	Feedback and Closure	30 minutes

SESSION 1 | TIME: 90 MINUTES

Introduction and Breaking the Ice

OBJECTIVE:

By the end of the session, the participants will be able to:

- Break the initial ice between the participants and get to know each other
- Articulate the purpose of the SMILE In-turn-ship as a programme
- Articulate the purpose of the SMILE In-turn-ship for the themselves and align their expectations with their purpose

SUMMARY SESSION PLAN:

Stage	Key Ideas	Methodology	Resource Material	Time
Mind Jog	Introduction of facilitators and name game to remember names.	Energizers		10 min
Personal Connect	Knowing a person better by engaging with their thoughts on sustainable development and peace.	Interaction in pairs	Paper Adhesive Pen	45 min
Information Exchange	Introducing each other and global sharing of purpose of in-turn-ship.	Circle method		20 min
Information Application	Alignment of expectations from the in-turn-ship.	Discussion		10 min
Real World Connect	Connect with others in the camp and get to know them.	Discussion		5 min

HOW TO RUN THE SESSION:

➡ MIND JOG (10 minutes):

Do:

Begin the day with energizers or games which will uplift the spirit and break some of the initial ice amongst the participants.

Introduce yourself and the organization (in case there are new participants who have joined in the journey).

Say:

Find one person in the group with whom you have not interacted at all. Spend **30 minutes** talking to each other and get to know your partner better. Make sure you ask them about the following things:

- What does your partner do? (studying/working)
- One thing that he or she does to make the his/her surroundings sustainable?
- What is their idea of peace?
- The reason for him/her doing this in-turn-ship?

After you have spent time speaking with each other, take **15 minutes** individually and create a greeting card or anything of your liking to gift to your partner using the material available in the environment around you (example: waste, rope, dry leaves etc.)

➡ PERSONAL CONNECT (45 minutes):

Let the participants spend time with each other. Ask them to explore nearby places in the community and have a conversation with their partner. Instruct them to keep a track of time and be back once they have had the conversation and have made something to gift to their partner.

➡ INFORMATION EXCHANGE (20 minutes):

Once all the participants are back into the common space

Ask:

Sit with your pair in a large circle and take 2 minutes to introduce your partner based on the conversation you had with them. At the end of the introduction explain why you chose to create the gift that you created for them and gift it to your partner.

Do:

Let all the pairs complete the introductions.

Keep a note of 'expectations from the in-turn-ship' for each of the participant.

Possible responses:

"I am here because this is a course requirement from my college."

"I have always wanted to bring a change at the ground level and this is my opportunity to do so."

"I want to travel and explore the world around me."

➡ INFORMATION APPLICATION (10 minutes):

Say:

Thank you for deeply engaging with the process. I hope that you could have insights about each other and will continue to engage further with each other throughout the duration of the programme. All of us here have different expectations and reasons for choosing this programme. However, I hope that all of us recognize that we are putting our time and effort into this programme and we will get what we put in.

For the upcoming 5 days, please engage with each other and remember that we might have a lot of expectations but it is also important to go with the flow and see what emerges. For example, it might be tough to bring about a concrete change in one month but what I can do is – enhance my knowledge about issues and take it back to my work.

➡ REAL WORLD CONNECT (5 minutes):

Say:

Please do connect with each other as we go along in this workshop. It will be upon us to make this an enriching experience.

Ask:

Choose one person apart from the one that you just interacted with and ensure that you speak with them by the end of the day.

SESSION 2

TIME: 90 MINUTES

Context Setting and Ground Rules

OBJECTIVES:

- Introduction to YESPeace India SMILE Programme and setting up the context of the upcoming workshop
- Setting up ground rules which will be followed for the duration of workshop
- Breaking the ice between participants and ensuring that each participant connects with other people who they don't know from before

SUMMARY SESSION PLAN:

Stage	Key Ideas	Methodology	Resource Material	Time
Mind Jog	Articulating individual purpose for being part of the programme.	Reflective writing	Pen Paper	10 min
Personal Connect	Taking personal stance on what guides me – journey or destination?	Polarization	Pen Paper	15 min
Information Exchange	Establishing a common purpose for the programme as learning.		Game Blindfolds (equal to number of participants)	20 min
Information Application	Agreeing on common ground rules for the workshop.	Interactive	Crew contract Pen Bowl Glass Bottle of water Movie - Screenager	20 min
Real World Connect	Signing up for further journey	Movie + Activity	Candle Matchstick	10 + 10 min

HOW TO RUN THE SESSION:

➔ MIND JOG (10 minutes):

Say:

Write on a piece of paper – ‘What is the purpose of In-turn-ship for you?’ *Give 5 minutes to participants to write it down.*

Ask:

Please share what you have written with everyone by reading it aloud.

Do:

Collect the papers and put it on a flip chart for everyone to read on a soft board/display board in the room.

➡ **PERSONAL CONNECT (15 minutes):**

Say:

That while some of us like to operate with a purpose in our heads, some like to move with the flow and do what they feel happy doing without a result in mind.

Write the following statement on a flipchart – ‘Is journey more important or destination?’

Look at this statement and choose which one is more important for you – journey or destination. If you have chosen journey, move to the left of the room, if you have chosen destination, move to the right of the room. If you cannot decide, please be in the center for now, but please remember that you will be asked to choose eventually.

Facilitator Note: *Try to get everyone in the room to choose one side. If there are people who are undecided, ask them to stay in the center.*

Ask:

In your groups, list reasons for why you have chosen journey or destination. Write them down on a chart paper. Choose a representative from your group who will present the points in front of the whole group. People who are in the center can also pen down their points, however, please try to choose one side as the discussions are going on.

Do:

Give teams 10 minutes to discuss and write down.

Once done, ask both teams to present their points one by one. Do not allow for cross questioning in the middle, ask opposite teams to note down their points and keep the questions for later. After the presentation is over, give participants **3 minutes** to note down their questions. Begin the debate and let the teams question each other.

Note: Give participants the option to move to the other side if they are convinced by the other side's arguments.

Say:

It is important to have a balance. It is like focusing too much on the road and not knowing where I am heading v/s focusing only on the destination and not noticing the pits on the road, because of which we might fall.

➡ **INFORMATION EXCHANGE (20 minutes):**

Do:

Choose an object in the room like the clock, board etc. towards which you will ask them to point towards the end of the session.

Move the chairs and other objects out of the way before you begin the activity. Close any fans/lights/source of light in the room after the participants are blindfolded.

Say:

Now we are going to play a game in which you will be blindfolded for a few minutes. Please stand up and give yourselves lot of space to move and look around the room as to where every single object is placed.

I am handing out blindfolds to all of you, you have tie them around your eyes while I place you at a position different than where you are standing right now in the room.

Please listen to the instructions carefully and walk in the asked direction. Take small steps, walk slowly and put your hand in front of you so that you don't bump into anyone. We will help you if you are heading towards the wall and then you can walk in the opposite direction.

Note: The idea is to confuse the participants about their sense of direction.

Turn to your right at 90 degree; then 270 degree to left; 30 degree right; take 2 full circles from right; 150 degree to left; 1 full circles to left for about 5-7 minutes.

While giving instructions keep moving around the room so that they don't keep you as their marker for direction.

After 7 minutes of confusing them and making them walk in different directions, ask them to point in the direction of an object in the room (board, clock etc.) with the index finger of the right hand from wherever they are standing.

Ask them to stay in that position until you will come and take off their blindfolds.

Ask:

- See if you are pointing in the right direction.
- Look around and see where the others are pointing.

Say:

Once everyone has seen around please come back into a larger circle.

Ask:

Why is everybody pointing in different directions?

Potential audience responses:

"I tracked the movement as far as possible but after a while lost track of the goal."

"We kept our movement restricted to one line and kept coming back to it hence we were able to point correctly."

"It seemed that I am lost because I could not see anything."

"I was scared to hurt oneself or the person in front of us."

Ask:

Can you draw a relation of this game with this journey that you are on?

Potential audience responses:

"It happens sometimes that I lose track of where I am going, I am scared that it might happen in this programme too."

"I might think I am going in the right direction, but if I don't pause and think I can land up somewhere completely different."

Say:

As we spoke about the purpose for which you have joined this programme sometime back. All of us have come in to this journey with a different purpose in mind and maybe this is one of the milestone on your journey, but how do you ensure that you get the maximum from this journey?

Just like in the game, if we keep our focus on the main purpose which is Learning, we can ensure that we would have at least learnt the most that we can from this programme. It is important to keep the focus on the destination as we go on the journey and to strike equilibrium between both.

 INFORMATION APPLICATION (20 minutes):

Say:

To achieve the purpose of this in-turn-ship there are a few commandments we need to abide to, from our own experience we have seen that this can enable all of us to be on track and keep our focus on learning. (Refer to **Annexure 4.2.1**)

Do:

Keep a bowl, glass and a bottle of water in front of you as you start reciting the story. When you get to "he began pouring tea..." start pouring water from the filled bottle into the glass which is kept inside a plate/bowl. Ensure that when you reach the end of the story, the glass is filled and water has spilled outside.

Say:

Let me recite a story:

"A professor decided to study Zen philosophy. So, he went about learning about Zen in his own academic way and soon he had some command over it. He read a lot of books, surfaced web sites and attended many conferences. He presented a paper on Zen philosophy in a conference for which he received a lot of acclaim. At the end of conference, only one wise and old man remained. The professor asked him' how he'd liked his paper. "Nice", he said "But if you really want to master Zen philosophy you have to meet the Zen master and learn from him'.

So, he decided to climb the mountain and meet the Zen master who lived in a small hut at the top. He reached the hut by four o'clock in the afternoon. The Zen master greeted him and offered him tea. The Professor accepted the offer and sat on a chair near the table. The Zen master was going through the traditional ritual of making tea, so he was silent. The professor could not handle the silence and began talking about his purpose of visiting the master. He was full of his own thoughts on Zen and began talking about his own mastery over the subject during the monologue.

All this time the master was silent. He began pouring the tea in the cup. The Professor continued talking. The cup was full and now the tea started spilling out of the cup and then on the table. The master continued to pour the tea but the professor did not notice. He kept on talking. Finally, the tea fell on his lap and almost scalded him. He shouted and said “Master, can’t you see, the cup is full and spilling over”. The master in his calm voice replied ‘Just like you, professor. You are so full of yourself that anything that I pour will spill out. So, go back, empty your cup and then we can talk about Zen’.”

Ask:

What did you understand from this?

Possible audience responses:

“Have to empty old knowledge to take in new inputs.”

“To learn new things some old assumptions and stereotypes have to be kept aside.”

Say:

Just like the professor, if we do not empty our cup and presume that we know everything, we will never be able to learn anything new. Your past experiences are important but it is also essential to keep them aside and be open to new experiences and learning.

This is our first commandment – **Empty your cup.**

Do we all agree to this?

Do:

Write on a chart paper which will be put up for display.

Say:

Another ground rule will be evident from this next exercise we’ll do together. We know it is difficult to change habits. In this program, we must re-look at how we’ve been doing things and move out of existing frameworks. Let us see experimentally how we can do this.

Raise your hands parallel to the ground. Now fold your hands in front of your chest. Observe your natural style of folding your hands, note carefully which hand is on top and which below.

Please unfold your hands and fold them in the opposite way, which means, the hand which was on top the last time goes below and vice versa.

Ask:

After a few seconds

How do you feel when you make the change?

Potential audience response:

“Uneasy and uncomfortable”

“Feel like immediately going back to natural style”

Ask:

We could have sustained this change through attention and effort. We are creatures of our habits. We find it very difficult to get out of our comfort zones. Similarly, we fall into our accustomed behavior patterns when presented with a stimulus. Resistance to change is natural and can be overcome and there will always be a tendency to immediately go back to the old habit. Conscious efforts can only make the change in the habit sustainable. People get into comfort zones – behavior patterns that they are used to. However, the greatest learning comes from moving out of these comfort zones.

Do:

Ask one volunteer to read out the second commandment from the crew contract: **Get Uncomfortable.**

Ask:

What do you understand from this?

Say:

You have chosen to come for the internship, which itself is the first step towards moving out of your comfort zone. Going out your comfort zone and challenging yourself will lead to real life experiential learning. You must continue to learn from this experience.

Ask:

What is one significant learning experience? Where and how did the learning come out?

Take one or two responses.

Say:

Most of our crucial transformational learning comes from life experiences and not in a classroom. It is important to be aware that “I can learn from the whole world, different people, and different places.” Learning is the purpose of life and the only purpose of In- turn- ship.

This is the third commandment: **World is my classroom.**

Do:

Ask one volunteer to read out the fourth commandment: **Fun is serious business.**

Have discussions among group and note down thoughts that emerge.

Ask:

What does Fun mean to you? What do you understand by this commandment?

Say:

The fourth commandment is: Fun is serious business. Fun is a crucially important part in any learning. All the methodologies we use have fun as a primary component to ensure that you all learn a lot through fun during your internship.

Do:

Ask a volunteer to read out the fifth commandment: **We laugh with people, not at people.**

Discuss among group and note down responses.

Ask:

What do you understand from this? Share your thoughts.

Say:

All of you are from different backgrounds, but we are all in this together. FUN is free of cost; nobody pays for it. Let us not have fun at someone else's expense.

Do:

Read out the last commandment: **The more you give, the more you get.**

Generate discussions among the groups regarding the commandment and note responses.

Ask:

What do you understand by this? What does this commandment mean to you? Share any insights.

Say:

This is the last commandment. The more you interact and get involved, the more you will learn and have fun. The journey is yours we are only navigators to support you through this.

There is one more commandment which I would like to add. It is the "**Law of two feet**". To make the most of this experience, you must be here in every way possible. At any point of time, you feel distracted/disoriented and want to step out of any session, you are free to do so. You cannot be in two places at the same time. It is important to share and seek support if you feel this way.

Share that these commandments are called the **5th Space Commandments**.

Ask: What do they think 5th space is? *After 2-3 minutes of taking responses, show the "18 till I die" movie clip.*

Say:

5th space is not a concept, it is not a movement, and it is not a philosophy. It is an experience. One such space where we try and create such an experience is SMILE in-turn-ship.



REAL WORLD CONNECT (20 minutes):

Say:

Since we all have agreed to these commandments together let's sign on these with our non-preferred writing hand first and then the preferred hand. We might experience a lot of instances which might feel uncomfortable in the beginning but please remember that is where the kernel of learning will lie, so let us make a start by trying to do things differently!

This workshop is also our testing ground and to build learning together let us take ownership for this space by taking up roles which you would be responsible for and to ensure that all of us can learn together.

Do:

Prepare a list of things that need to be taken care of as part of the workshop like, cleaning, cooking, stationery maintenance, time management etc.

You might also want to create a list of do's and don'ts in a non-threatening way which can guide the conduct within the workshop space – this can be about use of mobile phones, smoking rules etc.

Ask:

Sign up for things that you would like to take on and we will go back to this list every day to make sure that all of us are together and are being able to take the group along.

ANNEXURE 4.2.1

THE CREW CONTRACT

Clause 1: EMPTY YOUR CUP

Our cups are overflowing with experiences, judgements, stereotypes... to learn anything new you must empty your cups, throw away your old baggage, and make space for new experiences.

Clause 2: GET UNCOMFORTABLE

We believe real experiential learning comes from taking risks, challenging yourself and getting out of your comfort zones because as G B Shaw said "Progress is made by discontented people."

Clause 3: THE WORLD IS YOUR CLASSROOM

But don't treat the community as your guinea pigs. We enrich your inner being by helping you to connect with your surroundings, to understand your place in the universe and to realize the influencing power you must impact it. The experiment is on..... with a sense of responsibility and sustainability towards the project and the affected community.

Clause 4: FUN IS SERIOUS BUSINESS

We promise you loads of fun while you work and learn during your internship with us. Our methodologies have been researched and developed with fun being an integral part and we constantly renew them adding a contemporary zing every year.

Clause 5: WE LAUGH WITH PEOPLE NOT AT PEOPLE

The Crew is from diverse backgrounds but we are all in it together. FUN is free of cost. Nobody else needs to pay for it. So, let's not have fun at somebody else's expense.

Clause 6: MORE YOU GIVE, THE MORE YOU GET

Sorry if we sound 'in charge' but actually you are the chief navigator. Because this is your journey we're only facilitators who can help you map possible routes, and share some of our learning from previous journeys.

SMILE Volunteer

Friend, Philosopher & Guide

SESSION 3

TIME: 65 MINUTES

Understanding Development Lens

OBJECTIVE:

By the end of the session, the participants will be able to:

- Recognize various lens operating to look at change within the field of development
- Identify the personal lens with which they have been looking at development from
- Analyze the attitudinal and behavioral change lens as one important for a sustainable impact

KEY TAKEAWAYS:

- Development sector is unlike any other sector. We are all part of the development sector by being individuals in society.
- Development looks at this as whole and there are several lenses to look at development. The different lenses are Economist, Legal, Structural, Moral/Cultural, Contextual- Vigilance, Rights and Psycho-social lens.
- It is important to look at Development through all these lenses because only then we will be able to create a Sustainable Impact.

SUMMARY SESSION PLAN:

Stage	Key Ideas	Methodology	Resource Material	Time
Mind Jog	Connect with the idea of development.	Word association	Ball	10 min
Personal Connect	Personal stance/idea of development.	Reflection	Pen Sheets	5 min
Information Exchange	Analyzing a 'development problem' and taking stances.	Case Study Role Play	Case Study Role Cards Pens	30 min
Information Application	Unwrapping lenses through which development is looked at.	Board Work	Flip Chart Markers	15 min
Real World Connect	Articulating personal lens through which development is seen.			5 min

HOW TO RUN THE SESSION:

➡ MIND JOG (10 minutes):

Do:

Ask all the participants to stand in one big circle. Keep a ball in your one hand.

Say:

If the ball is thrown at you, you should say a word which comes to your mind when you hear the word 'development'.

The second person to whom the ball comes will continue from the word of the first person and say something associated with it and thus the chain will continue till all the participants have been covered at least once.

For example: development – growth – negative – destruction

➔ **PERSONAL CONNECT (5 minutes):**

Ask:

Write down one experience regarding 'development' that you have seen in your life, pen down your personal experience on a piece of paper in relation to development and keep it with you.

Say:

Thank you for writing this down, please keep it with you and we will come back to it.

➔ **INFORMATION EXCHANGE (30 minutes):**

Say:

I need one volunteer from the group who will read out the following case study:

Case Study: Heritage of India

The event will be held in March 2016 in the National Capital of India, New Delhi. The festival is a celebration of spirituality and human values of India. It will celebrate the diversity in cultures from across the world while simultaneously highlighting our unity as a human family. The event, which will be open to all, will be attended by spiritual leaders across the globe irrespective of sects or religion and there will be a congregation of over 35 lakh followers from all walks of lives and all the arrangements have almost been done including getting necessary approvals from the authorities.

President and Prime Minister have given their consent to be part of the inaugural ceremony and President of the Heritage society of India himself will be present for the all the three days. Union Ministry of Tourism, Sangeet Natak Academy, Lalit Kala Academy, National School of Drama and some major airlines have extended their support to this festival.

Nearly 36,000 artistes from around the world will perform on what is possibly the world's largest stage.

However, there seems to be another side to the story as Environmentalist Pankaj Singh had, last month, petitioned the Environment Court asking that the Heritage of India festival, being organized, not be allowed to use the Yamuna river floodplains.

Though the festival has come under fire for its ecologically-sensitive venue, it was given the go-ahead by the Environment Court which had issued a statement saying that the floodplains had been damaged in the preparations for the festival but the organizers have maintained that they haven't done anything wrong.

Do:

Check with all the participants if they have understood the case study. Avoid going into too many details at this point apart from what has been mentioned in the case study.

Say:

An independent committee has been set up to inquire into this matter and there is going to be a hearing in which all the stakeholders involved in this case are being called upon to put forward their point of view. You must decide whether this festival should be given the go ahead or stopped.

Each one of you, in a group, will be representing one stakeholder. Read your role card and prepare points which you will put forth in the hearing.

Do:

Divide the participants into small groups (minimum 2 participants in each group) and hand out one role card each to them.

*Role cards given in **ANNEXURE 4.3.1**.*

Give the participants **10 minutes** to form their arguments in their groups. Visit each group to ensure that they have understood the role correctly. Generate excitement by pitching two stakeholders against each other.

Once all the stakeholders have prepared their arguments, get one person who is not a participant to be the head of the independent committee who has come to hear the proceedings. Set him/her up as an important person/person in power and ask the participants to be serious and pay attention to the entire process.

Lay out the rules of the hearing:

- Each group will get 2 minutes to present their arguments.
- Cross questioning is not allowed.
- Teams should write down questions/clarifications which they seek from other teams on a piece of paper.
- Ruling of the independent committee would be final.

Let the proceedings begin. Ensure that there is enough excitement in the room.

Facilitator Note: *The facilitator can come in various roles, as the catalyst, mediator or to stop the proceedings.*

Do:

Once all the groups have given their suggestions to the committee and there has been enough chaos, STOP!

Say:

Thank you for taking an active part in their entire activity and playing your role so well. We will now go deeper and analyze what was happening here.

➡ **INFORMATION APPLICATION (15 minutes):**

Do:

Ask each group to list – what were they suggesting as the solution to the issue/problem at hand. What was the lens through which they were looking at this development problem?

Take down the responses on a flip chart in different columns and divide them up according to the following lenses:

- Sponsors [Economic lens]
- Environment Court [Legal lens]
- Audience [Culture lens]
- Village Elders [Moral lens]
- Green Yamuna NGO [Rights lens]
- Student Activists [Mindset/Psycho-social change]
- Green India Mission [Structural Development]

Note: Do not write the lenses in front of the responses but club them in this way so that responses of a particular lens are clubbed together. Crowd source the names of the lenses from the participants and put it up on the flip chart.

Ask:

What are the advantages/disadvantages of looking at development problems from one lens or the other?

Say:

Development sector is like any other sector (corporate, government etc.). You and I are all part of the development sector by being part of the society. Society comprises of individuals, families, cities, village, judiciary, civil, religious organizations, media etc. Development looks at this whole and there are several lenses to look at development.

Some of these are:

Economic: This is mainly about the 'trickle down' effect which is supposed to give a boost to the economy. This is where stories like 'Shining India' will come in, to attract investors from other countries

and create employment opportunities. The investment in this lens is on young people as they are potential consumers and producers.

Legal: The focal point in this lens is justice. Through this lens one would ensure stringent use of law and order which can lead to social justice and thus development.

Structural: It focuses on devolution of power and collective decision making. Local village bodies or resident welfare associations are an example of such structures.

Moral/Cultural: The focus is on maintaining the traditional way of life/code of conduct. It is a commonly understood and followed code of conduct. For example, following Hindutva (codes ascribed by Hinduism as a way of life).

Rights: To recognize that all human beings have a set of rights that need to be safeguarded and they need to be guaranteed. For example, Nordic countries (Denmark, Finland, Norway, Iceland and Sweden)

Attitudinal/Behavior: Mindset and consciousness to look at the whole and find out the roots where the thinking emerged from. It also provides spaces to form opinions and look at values.

REAL WORLD CONNECT (5 minutes):

Say:

An approach which prefers one lens over the other will lead to skewed development. To be able to look at development where co-existence and harmony is given priority the approach towards development would be balanced. Also, individuals within the structure would be of importance.

Go back to your own definition of development which you had framed in the beginning of the session and find out which lens does it emerge from and if you feel it is a balanced way of looking at development?

Write down a definition of development which you feel is balanced and does not give importance to one lens too much over the other. Share it with your partner.

ANNEXURE 4.3.1

ROLE CARDS FOR ROLE PLAY

Sponsors

A lot of organizations have shown interest in coming on board to support the festival as it will be an opportunity to reach out to more than 35 lakh people from all over the world in one go! This opportunity will be capitalized to the maximum by corporate and government departments to be able to get revenue out of it which will be a boost for the Indian economy and because of the tourists coming in there will be a lot of revenue generated in for the locals as well

Environment Court

The Environment Court in its judgment had established that there was “environment destruction caused to Yamuna Flood plains by the Heritage festival” and instructed a principal committee “to verify the quantum of destruction occurred after inspecting.” They are clear violations of the environmental laws of the country. You feel they should be heavily fined to the tune of 100 crores for the mayhem they have already created.

Audience

You have been awaiting this festival for a long time. You and your friends had signed up as volunteers for the event long back. You undertook the journey from Bhopal to Delhi in the middle of very important work that had to be completed in office. Recently some of your colleagues shared articles on Facebook which portrayed the festival in a negative light. Since the time you were introduced to the organization around 10 years ago, you have always felt deeply connected to it and feel that it is the only way in which you can connect with the values and cultures of other regions. Exposure to such things is anyway limited in the town that you live in.

Village Elders

You are a group of village elders; you strongly object that festival should be done in the plains of Yamuna. You feel Yamuna is a sacred river that has a significant importance in your religion and, every morning you pray near the banks of the river. You believe that anything that might disrupt the natural flow of the river is against your traditions. Also, you feel the dance and the music that the fest will have and people from other religion performing it will make this river impure and might anger the Gods. You strongly believe that the fest will only bring doom to India.

Green Yamuna NGO

You believe that this is clear violation of rights of the citizen of India. You believe the laws of the constitution were broken to facilitate the organization of the event. The organizers of the festival have used their political connections to get the event organized. In one of your field visits you found out that the farm land which are near the flood plains are being cleared to use the land for the festival and the farmers are being threatened with muscle power is they refuse to give their land for the same purpose.

Student Activists

Different student groups from various universities marked their protest the kind of harm that was being done and protested it near the venue of the festival. They felt that in a scenario where efforts to revive Yamuna have been going on for so many years, it was worrisome that permissions had been given by all government agencies to go ahead with the festival. People in the country feel that it doesn't matter that the river is polluted or the flora or the fauna of that place is destroyed, they see the river not as a source of life but as a commodity that they can use in whatever way they please to. You feel that people should be made aware of the implications of their actions and how in the longer run it's going to affect them adversely. You feel there should be a focus on the need for all stakeholders to think about the impact that would be caused in the long term and if it was worth it.

Green India Mission

You believe that the world culture festival is just the tip of the ice berg as there are a lot of previous encroachments in the same flood plains by government officials and locals. You feel the whole flood plains should be fenced as to restrict the entry of encroachers. Also as river Yamuna is much polluted you feel that the government should invest the cleaning of the river and should create a action committee for the same. Also, you feel caused and the organizers should themselves ensure that the flood plains are restored to the same conditions as it was before.

SESSION 4

TIME: 180 MINUTES

Who am I?

OBJECTIVE:

By the end of the session, the participants will be able to:

- Identify and share their achievements, their challenging moments, inspiration, people who supported them, discrimination they have faced
- Reflect and recognize their 3 Pivotal Learning Points in their lives
- Articulate the importance of sharing about oneself in interpersonal relationships

KEY TAKEAWAYS:

- Sharing about one's own life and being open enables others to do the same and that helps in initiating, maintaining and strengthening relationships.
- Self-introspection also helps in assessing oneself with respect to one's aspirations or dreams and helps in charting a course of action or assess one's progress.

SUMMARY SESSION PLAN:

Stage	Key Ideas	Methodology	Resource Material	Time
Mind Jog	Get the group energized and get them to focus.	Game	Ball	10 min
Personal Connect	Connect with definition and idea of self.	Reflection	Pen Paper	5 min
Information Exchange	Reflect on pivotal learning points of life	Guided Meditation Creative expression	Pen Paper Colors	10 min + 20 min
Information Application	Create a support group by sharing 'story of self' with each other	Board work	Flip chart	Create a support group by sharing 'story of self' with each other
Real World Connect	Personal plan for working on breaking and re-creating stories of self			10 min

HOW TO RUN THE SESSION:

➡ MIND JOG (10 minutes):

Say:

Divide yourself into groups of two and stand in two parallel lines next to each other. The group on the left is called “Angel” and the group on right is “Devil”.

The purpose of the game is to increase the number of people in your respective teams – when I say “Angel” the team “Devil” will run to catch people in the “Angel” team and vice versa.

Facilitator’s Tip:

The purpose is to create chaos and confuse the participants. Keep changing the instructions to create chaos.

➡ **PERSONAL CONNECT (5 minutes):**

Do:

Get all the participants to sit in a circle, ask them to keep a pen and paper handy as they sit around in a circle.

Say:

Write ‘I AM’ on a sheet of paper and fill the blanks with whatever you feel you need to write to make it a complete statement. *For example; I AM an introvert, I AM someone who does not trust people easily etc.*

Do:

Give the participants 5 minutes to write down and solve any doubts when they arise.
Ask the participants to keep the paper separately.

➡ **INFORMATION EXCHANGE (10 minutes + 20 minutes):**

Say:

We will now try to understand our own self by going deeper. Please close your eyes and focus on my voice.

“Take a deep breath in and let it out, take another deep breath in and let it out, feel your breath go inside you and relax your body. Focus only on my voice and drain out other voices and sound from the environment. Imagine you are near a river and you can see mountains and greenery all around you. You start walking towards the river and see your own reflection in the water. As you see your own reflection you go back in time and think about the time when you were studying in school and were just a small child. Can you recognize the person you see? What was it that made you happy during this time? When was the first time you disappointed someone, your parents or teachers?

As time moved on, you went on to make a new set of friends and passed out from school. What were the biggest challenges which you faced during this time? How did you feel when you were leaving familiar territories and going into college?

Did you feel scared and unsure on your first day in college? Did things turn out as you had planned them? Look at how you appear today, how is it different from when you were a child?

You look back the river to check your reflection one more time and bend down to wash your face with the fresh water. Come back into this place when you feel you are ready and think about the turning points of your journey till now and the biggest rocks or hurdles which have come your way and what all did you learn along the way."

When everyone has opened their eyes...

Spend some time with yourself and write about some of the questions that this reflection left you with. Write them on a piece of paper, in a form which lets you explain it in the best way possible. It could be a poem, drawing, writing, story. Focus on writing about 'the turning points of your journey till now and the biggest rocks or hurdles which have come your way and what all did you learn along the way.'

You can use the resources available and take time for about 20 minutes. After which we will re-convene at the same spot.

Facilitator's Tip:

- *The guided meditation should be done with voice modulation and slowly, which would encourage participants to reflect and meditate.*
- *Encourage participants to sit alone and reflect, ask them to avoid sitting with each other, which might stop them from engaging deeply with their own selves.*
- *The venue for guided meditation should be free from distractions and noise. Preferably a space close to nature is ideal.*

 INFORMATION APPLICATION (60 minutes):

Say:

Thank you for spending time with yourself. Before we go on, I would like to state that whatever gets discussed here will stay with all of us. If you feel the need to discuss something, please take explicit permission from the person involved. This will enable everyone here in this room share without apprehensions and fear. Whenever one person is sharing, please refrain from making comments or saying things unintentionally which might cause deep hurt to the person.

It is only when all of us will put our trust into this space will we be able to create a space where all of us can learn and grow.

Invite the participants to share whatever they have written or wish to share with the space.

Facilitator's Tip:

- *Initially one might discover that participants find it difficult to open up or share at a surface level. All facilitators should be ready to share their own authentic stories with the participants because the participants might find it difficult to open up in the beginning. This will enable everyone to open up and trust the space easily.*
- *Some participants might take too long to share in the circle with each other. Do not force participants to share but nudge them gently and emphasize on the importance and relevance of sharing as a process of bringing change in one's own self.*

Do:

Allow everyone to share and discuss.

 REAL WORLD CONNECT (10 minutes):

Ask:

Why do you think it is important to understand yourself?

Say:

As we had shared in the beginning the in-turn-ship is about knowing your own self well to understand the society better. We will try to unravel the self in the form of a puzzle and understanding the different pieces of the puzzle that has formed through my life.

Ask:

Go back to the 'I AM' statements which you had written in the beginning, see if you would like to re-write the statements or write new statements.

End the session with a culturally appropriate act which gets everyone together and creates a feeling of lightness. For example: a group hug or a group song.

SESSION 5

TIME: 90 minutes

Trust Walk

OBJECTIVE:

By the end of the session, the participants will be able to:

- Create a support system for the journey they have started by enrolling into the Programme

HOW TO RUN THE SESSION:

Pre-prep:

Identify a route which is about 500m long which can be used in this session to navigate the group. The route should be of medium difficulty and there are obstacles on the way like rocks, stairs, boulders, thorns etc.

Say:

Stand in a vertical line and keep both your hands on the shoulders of the person in front of you. This is a silent game. All of you must keep your eyes closed for the duration of the activity. You will be led by one person from the group who will be leading from the front.

Make sure that everyone is in position and their eyes are closed.

Do:

Tell the person who is first in line to open their eyes (ensure you are not audible to the entire group). Instruct the leader of the group that they should follow the path that you tell and take the group ahead. Have one facilitator guide the first person towards the route. Ensure that one person stands at the back and observes the line. Keep a note of people who are opening their eyes, points where the line is breaking, and people who are supporting each other. Also, keep an eye out for people who might gravely injure themselves, the facilitators role should be minimum in preventing injuries but a potential danger/risk should be averted by the facilitator.

In the meantime, keep changing the first person in the line by causing minimum interference to the line. Look out for people who otherwise might not come forward in the group and give them a chance to lead the line, it could also be an opportunity to let those people come in who always lead the group, as it could throw interesting possibilities. *Continue the activity for around 15-20 minutes.*

Ask:

- Everyone can now open their eyes and sit in a circle.
- How did it feel for people who were leading the group?
- Did anyone open their eyes? (bring back your own observations of the group)

Possible audience responses:

"It was difficult for me to trust the group and therefore I kept opening my eyes. I could have hurt myself."

"The line kept breaking as I was leading the group so I decided to keep walking. There was no way I could have stopped them or asked them to stop."

"I started walking fast but then I saw people falling, it is then that I slowed down and decided to walk slowly."

Say:

Think of yourself in various spaces that you are a part of. Do you always go back and check with people how they are feeling or what they need when you are leading them?

How many of you who were in the front, looked back to see how your team was doing?

Sometimes we miss out on things that are important to us to reach the goal we want to reach. This can be due to reasons such as; inability to trust or my own fears.

During this in-turn-ship this group is going to be our greatest support during the toughest challenges. It is important for me as an individual to recognize what stops me from trusting others, asking for support and ultimately cripples my growth as a person.

Take some insights from participants around this and close it by thanking all the participants for being a part of the entire activity.

Facilitator's Tip: *This could be a space to bring back insights from sharing which has happened on the previous day. Any critical conversation which you feel need to be brought up can be done at this point.*

SESSION 6

TIME: 150 minutes

Systems Thinking: The curse of Globalization

OBJECTIVES:

By the end of the session, the participants will be able to:

- Identify the different market models i.e. Monopoly, free trade and fluctuating wage cost.
- Analyze how fluctuating wage cost is creating systemic inequality and is a creation of the Capitalistic System
- Reflect on the current Global Consumption Model
- Do a recap of all the Laws of Systems Thinking

KEY TAKEAWAYS:

- In our current world scenario, this is what's playing out, that my needs always become greater than the group's needs.
- The capitalistic system creates a systematic inequality based through which there is maximization of profit by exploitation of labor and not considering the other social and environmental cost.
- To break free from the current capitalistic we need to form communities based on just, equal and expanding consciousness, where different alternatives are considered.

SUMMARY SESSION PLAN:

Stage	Key Ideas	Methodology	Resource Material	Time
Mind Jog	My Needs VS. Group Needs	Pillow game	Pillows	30 mins
Personal Connect	Concepts of free trade, monopoly and fluctuating wage cost.	Halwai Game	Paper Pens	45 mins
Information Exchange	The capitalistic system ways of creating systematic inequality, how the idea is to maximize profit and exploitation of labor.	Going through the systematic effect of fluctuating wage cost.	Paper Pens Flipchart	40 mins
Information Application	Explaining the exploitation of fluctuating wage cost by giving life examples of credit cards and big corporations.	Sharing of examples	Flipchart	20 Mins

Real World Connect	How can we as change makers understand the system and find alternative	Parallel drawing with other emerging systems like ISIS	How to form communities based on just, equal and expanding consciousness.	15 Mins
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HOW TO RUN THE SESSION:

➔ MIND JOG (30 minutes):

Do:

Divide the group into two teams.

Ask:

Team 1 to stay in the room and **Team 2** will outside the room. Both the groups will be given separate tasks to do.

After the teams have moved;

Say to team 1:

You must form a circle with the pillows in present in the room (If no pillows ensure anything that can be snatched and won't break or tear) and in whatever situation you have to maintain that circle. You have 2 minute create your team strategy.

Say to team 2:

You must bring whatever object team one has outside the room, you can use whatever means possible to get the object. You have 2 minute create your team strategy.

Say to both the teams:

As soon as I say start you have complete your task, both teams will have exactly 5 minutes each to complete.

Possible Situation:

The teams will start aggressive and use physical means to get the task done, let that happen. In cases they start physically hitting each other intervene. Else let the chaos emerge

After 5 minutes, stop the activity.

Say:

I'm sure you guys are having fun in this game, but I give each of the teams 30 seconds to strategize post that you will have one minute to win the game.

After 30 seconds start the game again. Let them continue for 1 more minute stop them after that.

Ask:

- What happened in the game?
- Who won? *Collect responses.*

Possible responses:

"I think my team won because we have collected the maximum pillows"

"I don't think anyone won, because both the teams did not complete their task"

Ask:

- What happened when I had given you 30 seconds to re-strategize.

Possible responses:

"We did not actually plan; we were just going with what we had come in with"

"I wanted to talk with the other team but we were so in the game that I left that thought"

Ask:

- Was there anyway in the game both the teams would have won?

Possible responses:

"If we had equally divided the pillows both the teams would have won"

Share: If the circle could have been formed outside both the teams would have won the game.

Ask:

- Why did we not think of it?

Possible responses:

"Because we saw this as a competition"

"We did not talk to each other in order to understand each other's needs"

Say:

As soon as the game began it became about competition, it became about my needs and my goals which was more important than the group's goal. In our current world scenario, this is what's playing out, that my needs always become greater than the group's needs.

When we talk about the way we consume things, the AC we use the plastic bottles we use, the wars we fight are all about my needs and the group's needs come secondary or they never come.

We go with that thought that if I don't take care of my needs I will miss out on resources forgetting that this way only one party is winning or none of us are. It's about how we can understand each other's needs.

➡ PERSONAL CONNECT, INFORMATION EXCHANGE & APPLICATION, REAL WORLD CONNECT:

Say:

Sometimes the phenomena of market and how they work can perplex us and it might be difficult to understand how they function. Let's understand this through a role play, where all of us will try to recreate the market.

Note: Play the game in parallel groups of 20 each if the audience size is more than 30.

In your group, you will be given a role and instructions along with it. You must imagine yourself to be that character and play your part well.

Some people will not have role in the 1st round. So, you can become observers till then.

Stage 1: Monopoly

Roles:

- 1 Shopkeeper- Who must maximize the profits.
- 10 Consumer's Pairs of 5.

Setup with the Shopkeeper:

You're a sweet shop owner, who specialize in ladoos, by selling the ladoos to your costumers you must maximize your profit as much as you can. Your two helpers will be with you in the shop.

There are some fixed costs involves which are as follows:

Rent of the shop: Rs 100

Ingredients: Rs 100 for 10 kg You cannot sell more than 10 kg.

People cost (helpers): 2 * Rs 50/day

Price of sweets: Rs 100/kg

Setup with the Costumers:

You cannot do without a kilo of these sweets every week for health and taste reasons. You must buy it at the best price available. You'll be given 100 Rs each to buy the sweets.

Say:

You have **7 minutes** to play this round.

Do:

Let the round unfold. There will be bargaining by the consumers for the sweets. After the round is over i.e. all the sweets have been sold, ask the shopkeeper to calculate profits (Rs. 700/round).

Stage 2: Perfect Competition (Price Equalizer)**Roles to give a chit with the role written on it:**

- 3 more shopkeepers (the one from Stage 1 remains in the game)
- 10 consumers who cannot do without a kilo of these sweets every week for health and taste reasons. You must buy it at the best price available.
- 4 observers attached to each shopkeeper (they need to note down the profits being incurred)

Details:

Rent: Rs 100

Ingredients: Rs 100 for 10 kg

People cost (helpers): 2 * Rs 50/day

Price of sweets: Rs 100/kg

Profit that can be incurred: $(100 \times 10) - (100 \times 3) = \text{Rs. } 700$

Say:**In your brief, only to the shopkeepers:**

Before you start shop, you can do a survey and get the numbers from the first shopkeeper. You are selling the same sweets as in the previous round. While the costs remain the same, price is free and you must fix the price thinking about what the customer will be ready to pay.

As a shopkeeper, you must fix the price thinking about what the customer will be ready to pay. The prices you set will be a secret from each other.

In your brief to the consumers:

You must look around and buy sweets at the cheapest price, if quality is same.

Say:

You have 10 minutes to play this round and the shopkeepers must maximize their profit

Note: Slowly you will find that price becomes same for all, which is what happens in perfect competition. The profit margins will be less and they might be earning Rs 20 as profits per round (or less).

Stage 3: Fluctuating Wage Costs**Roles to give a chit with the role written on it:**

- 8 workers from rural areas who are in desperate need for a job, any job as their produce this year has failed due to drought conditions for third year running. You will have the option to negotiate for a good wage but you are desperate as your survival is on the line.
- 10 consumers who cannot do without a kilo of these sweets every week for health and taste reasons. You must buy it at the best price available.
- 4 observers attached to each shopkeeper (they need to note down the profits being incurred)

Details:

Rent: Rs 100

Ingredients: Rs 100 for 10 kg

People cost (helpers): 2 * Rs 50/day

Price of sweets: Rs 100/kg

Profit that can be incurred: $(100*10) - (100*3) = \text{Rs. } 700$

Say:**Briefing to the shopkeepers:**

Before we start with our next round, there has been news that people willing to work for less are available in your community. You are planning to go and look for other helpers, you can choose to throw out old ones as they were contractual laborer's and therefore labor laws do not apply to them. *Presumably they get them cheaper than Rs 50 each per day/ round.*

Say:

Now that you have new daily wage laborer's the game will begin and the shopkeepers in this round must get the maximum profit.

Run this round for another 10 minutes.

Do:

Ask each of the observers to calculate profit made by each shopkeeper in Stage 2 and Stage 3. Announce the winner and ask everyone to applause for them.

Say:

Let us try to understand what happened in this game;

In *Stage 1*, there was **monopoly** of one shopkeeper who could have priced the sweets at any cost as she/he desired. In a monopoly, you can price anything exorbitant with no connection to the cost. For example, during the phase where telephone companies had just entered the market there were only one or two players on the market who charged 80% of what the call charges were worth for, making surplus profits.

In *Stage 2*, there was **perfect competition**, the costs were close to the actual cost being incurred in production since there was limited competition and pricing it too high or too low would have meant either the loss of customers or loss of profits.

In *Stage 3*, there was a possibility of getting cheap labor. The cost of rent, interest for capital and ingredients could not be compromised with but we can get cheaper and cheaper labor.

This third stage system is also known as the **capitalist system** which leads to:

- ✿ **De-ruralization** as young people get drawn out of the villages (or traditionally held farming as an occupation) which leads to empty villages and cities being overpopulated, polluted and deteriorating standard of living. There is disinvestment in farm sector which in-turn affects the food security of the nation.
- ✿ **De-ruralization** leads to a drop in **agricultural production** in the country as the young people who come from the villages were majorly farmers and have now left because there is not enough money in it, so they flock to the cities.
- ✿ To meet the **consumption needs** of the country we must import food from other countries creating an import surplus in our country which in turn leads fall in the net exports, which in turn effects the GDP of the country.
- ✿ To **increase the GDP the government** takes a lot of measures a major focus of the government on the recent years has been FDI & FII- Foreign direct investment, and foreign intuitional investment. A major trend in the country has been creating of SEZ through FDI. This has given a great boost to our GDP.
- ✿ But the SEZ by its nature a **Special Zone** which are exempted from a lot of laws in the country, they're given permission to run with a lot of subsidy and ease of doing business, apart from that the major pull for these companies is the cheap labor that is available in the country, which leads to exploitation of laborers rights (Honda worker's agitation in Haryana). The laborers are the ones who come from rural areas in search for better opportunities which is why there is de-ruralization and exploitation of workers.

This then becomes a **System of labor exploitation**. All the laws of systems thinking applies here.

Ask:

- Do you remember the laws of systems thinking?

*Do a recap of the systems thinking laws. (Refer to **Annexure 4.6.1**)*

Say:

A lot this systemic inequality is coming from trying to solve a problem that creates more problems and solving the previous one.

Establish: Another law of systems thinking is today's problems come from yesterday's solution.

Say:

There is no accounting of social and environmental costs? In the game, taking in labor at reduced cost has an implication on food security and living conditions of the laborer, who bears these costs?

Therefore, the system is instable as it is at war with its own self due to its core algorithms of surplus, profit, relentless consumption led growth, short term gains and competition. The only entity which is gaining profit in this algorithm is the capitalist.

Ask:

- How do you think this system is surviving, how are all the issues that exist in the system people are not held accountable for them?

Possible responses:

"Because they have a lot of money"

"Because they are very powerful and they're connected to the government so no law can touch them"

Say:

To protect themselves they create a further mess by making the limited liability⁵⁵ algorithm whereby the capitalist (shareholder owner who is a speculator as he will never enter the firm) who puts the money cannot be touched if things go wrong, only the executive can be caught. Historically, there have been instances where an executive has been held responsible for a disaster/tragedy that took place by the company (Bhopal disaster, Exxon oil spill, Malaya, Sahara, Satyam etc.).

If we take the example of credit card, which uses a similar algorithm it motivates the person to spend without responsibility, even if there is no income in the moment to pay the amount.

So, when this economy is competitive, self-interest driven, and thus divisive and violent, we should expect it to hook those behaviors in society. Hence aggression is on the rise, empathy is at its lowest ebb ever. Intolerance is in, in such a scenario, collaboration becomes a façade and since all countries collaboration is just a facade where actions might not be taken to change things around as it might ruffle feathers with the profiteers of the system.

Ask:

- How do we understand a system like this? How can we as young change the system?

⁵⁵A limitation of liability clause (sometimes referred to simply as a liability clause) is the section in a contracted agreement that specifies the damages that one party will be obligated to provide to the other under terms and conditions stipulated in the contract.

Say:

Placing ourselves in this scenario might be difficult and as young changemakers we might constantly feel challenged by the system.

One must be able to see things long term, in perspective and with patience. There have been systems like monarchy and feudalism before capitalism, which is only 500 years old.

Ask:

- What is the alternative in a system like this?

Say:

In today's world environment people are turning to groups like ISIS which has zero interest, community ownership and no surplus profit. It is the complete opposite algorithm than capitalism. This is the reason it is drawing youth because young people are looking for purpose, values and a vibrant future, they do not wish to be consumers all their life!

Therefore, there is a need to build communities. Communities based on just, equal and expanding consciousness, where different alternatives are considered. This way we can build more Sustainable Communities and Impact.

An **example** is that in India real wages have risen 3 per cent adjusted for inflation since 1975 while profits have gone up by 3000 per cent. This has led to inequality and India is the second most unequal country in the world after South Africa

ANNEXURE 4.6.1**Laws of Systems Thinking**

Systems Thinking is a discipline for seeing wholes. It is a framework for seeing interrelations rather than things, for seeing patterns of change rather than snapshots.

11. Today's problems come from yesterday's solutions. Often we are puzzled by the cause of our problems, when we only need to look at our own solutions to other problems in the past. A well-established firm

may find that this quarter's sales are off sharply. Why? Because the highly successful rebate program last quarter led many customers to but then rather than now.

12. The harder you push, the harder the system pushes back. Systems thinking has a name for this phenomenon: "compensating feedback". We all know what it feels like to be facing compensating feedback. The more effort you expend trying to improve matters, the more effort seems to be required.
13. Behavior grows better before it grows worse. Systemic problems are hard to recognize. A typical solution feels wonderful, when it first cures the symptoms. It may be years before the problem returns, or some new, worse problem arrives.
14. The easy way out usually leads back in. We all find comfort applying familiar solutions to problems, sticking to what we know best. Pushing harder and harder on familiar solutions, while fundamental problems persist and worsen is a reliable indicator of non-systemic thinking.
15. The cure can be worse than the disease. Sometimes the easy or familiar solution is not only ineffective, sometimes it is addictive and dangerous.
16. Faster is slower. All systems have optimal rates of growth, which is far less than the fastest possible growth, when growth becomes excessive – as it does perhaps even putting the organization's survival at risk.
17. Cause and effect are not closely related in time and space. Most of us assume, most of the time, that cause and effect are close in time and space. If there is a manufacturing problem on the manufacturing line, we look for a cause in manufacturing. If sales people can't meet targets, we think we need new sales incentives or promotions.
18. Small changes can produce big results – but the areas of highest leverage are often the least obvious. Small well-focused actions can sometimes produce significant, enduring improvement, if they're in the right place. Systems thinker's refer to this principle as "leverage".
19. You can have your cake and eat it, too - but not at once. Sometimes, the knottiest dilemmas, when seen from the systems point of view, aren't dilemmas at all and appear in a whole new light once you think consciously of change overtime. For years, for example. American manufacturers thought they had to choose between low cost and high quality. They didn't realize they could have both, if they were willing to wait for one while they focused on another.
20. There is no blame. We tend to blame outside circumstances for our problems. Systems thinking shows us that there is no outsider: that you and the cause of your problems are part of a single system. The cure lies in your relationship with the "enemy".

SESSION 7

TIME: 150 minutes

Re-scripting my Belief Story

OBJECTIVE:

By the end of sessions, the participants will be able to:

- Identify their 3 cherished roles in their lives
- List a limiting pattern which stops them from fulfilling their cherished role
- Create a learning plan to challenge limiting habits and patterns

KEY TAKEAWAYS:

- Our thoughts determine our actions, which determine who we are - virtual and real world.
- My beliefs or stories which I hold in my head that define how I will fulfill my cherished roles.
- Ego is the sum of the stories I have told myself – it's a subjective truth. It can be re-scripted.
- Understanding of self and the world comes from the stories that the world and people tell their own selves constantly.
- Asking the right question to be able to create and interpret authentic stories which can bring one closer to the reality.

SUMMARY SESSION PLAN:

Stage	Key Ideas	Methodology	Resource Material	Time
Mind Jog	Humans can tell stories about things that might not exist in 'reality'	Guided Meditation		15 min
Personal Connect	Identify cherished roles in one's life that has a conflict.	Reflection	Pen Paper	15 min
Information Exchange	Multiple viewpoints to look at a situation/conflict	Activity	4 Bulbs Newspaper Broom Tape	30 min
Information Application	Run "Crap-o-meter" on one cherished role to go deeper and finding root cause of the conflict	Group Discussion	Groups of three Flip Chart Markers	60 min

Real World Connect	Personal plan for working on breaking and re-creating stories of self			30 min
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HOW TO RUN THE SESSION:

➔ MIND JOG (10 minutes):

Ask:

- Tell the participants to close their eyes and sit in a relaxed position.

Close off fans and lights and anything that else that can potentially create a distraction.

Say:

Let us do a small experiment, close your eyes and focus on your breath. Breathe in and breathe out. Now, visualize and focus your mind on a juicy lemon sitting on a table, in the middle of a large empty room. Walk over to the table and take the knife sitting beside it. Cut into the lemon. Take one piece in your hand and lift it. The other piece still lying on the plate. Lift the hand slowly, open your mouth, squeeze the lemon onto your tongue as the juice slowly drips on it.

CLAP.

Open your eyes, where is the lemon?

Take immediate responses.

Ask:

- How many of you can taste the lemon in your mouth right now?

Sometimes we have a lemon in our heads about others and our own selves too. Our thoughts determine our actions, which determines who we are – our thoughts determine our actions and vice – versa. Has it ever happened that something you believed in turned out to be a lemon in your head?

Facilitator's Tip: *Do not hesitate to share a personal example with participants, it will allow them to feel comfortable and share examples from their own lives, which is a good way of checking understanding of the participants.*

➔ PERSONAL CONNECT (10 minutes):

Say:

We will go deeper into understanding some stories which we might carry about our own selves.

Think of your own life and the different people that you engage with daily. In what role, do you engage with all of them? Do you play different roles with all of them?

Think of three roles that you cherish playing in your life? Add adjectives to those roles that can bring out the qualities of that role. For example: Caring Daughter, Responsible Son, Supporting Friend etc.

Do:

*Give **10 minutes** to participants for reflecting and writing them down. Ensure that you take responses in the middle from different people, to ensure that the instructions have been understood well by all.*

Say:

Out of these three roles which you have written, pick up one role where you feel there is a conflict or a gap in how you think you should play the role and how you end up playing it. Write this conflict or your beliefs about how this role “should be” in front of the role.

Keep sharing examples with the participants to ensure everyone is on the same page.

➡ **INFORMATION EXCHANGE (20 minutes):**

Hold a bulb such that your fingers are on the metal holder and the glass side of the bulb is facing towards the ground. Your arm with the bulb should be level with your shoulder.

Ask:

- What will happen if you drop the bulb to the floor from a height?

Do:

Collect the opinions using ‘popcorn’ [1] method. Build excitement by reiterating and asking people if they are sure of the result.

Ask:

- How many people feel the bulb will break? Put up your hands.
- How many people feel the bulb will not break? Put up your hands.

Do:

Now hold the bulb such that the glass side of the bulb is in your hand and the holder side is facing the ground straight. Gently let the bulb go in this position. Make sure you don’t tilt the bulb or throw it. The bulb will hit the ground holder side first and will thereby not break.

Facilitator’s Tip: *Make sure that you are standing on an even surface. (Graveled roads and other uneven surfaces can break the bulb despite the holder hitting first)*

Ask:

- What Happened?

Say:

Point out that we often look at only part of a whole to decide the fate of the whole (for example, we only look at the glass part and decide that the bulb will break).

Ask:

- How did you form your opinion on whether the bulb will break or not?

Collect some responses from the audience.

Possible Responses:

"If you drop a bulb on the ground, it must break, that is what I have seen always."

"I never thought that it depends on how you throw the bulb and it doesn't have to break all the time."

"You wanted to prove your point and therefore you threw it with the metal facing downwards, I think this is cheating."

Say:

Multiple stories exist in the environment around us and we can choose to believe in a story that we wish to believe in. You might have always seen/heard that a bulb will break/breaks when thrown on the ground but there might be multiple ways to look at this, we have seen an example of this right now. This is applicable in our daily lives also, let's explore this concept a bit further.

There are multiple truths which exist in and around us, they are:

Objective Truth: This is what is observable, evident, and present. It is outside the group—it's what we refer to as the "facts."

Subjective Truth: This type of truth belongs to the individual. It is the personal beliefs or convictions, perspectives or opinions any person holds as lenses for seeing and understanding his or her world.

Normative Truth: When any group comes to agreement about what is true, that is normative. It belongs to the group—much of what we call culture is made up of normative truths of a given group of people.

Complex Truth: No group can function effectively when all the possible truths are in play and conflicting with each other. What must happen is that the group comes to a tacit, or sometimes explicit, agreement about which truth serves them best at this given time and they use that for their decision making and interaction.

Possible audience response:

- *Mostly people will say that they were taking a risk to see if it will not break. Some will say that they knew that if dropped from the metal side it will not break. You can ask them again if they were sure from the beginning or were they only testing. Mostly people will say that they were testing.*
- *One or two might say that they had a prior experience that it will not break.*

- *Sometimes, this group can also be driven by past pattern, like some trick would be there in this one as well, so facilitator to point that out, and in this way, they are like the earlier group.*

Facilitator's Tip: Observe what happens during the game and add to the processing questions. Example: In the group, one person had the correct strategy which will not let the bulb break, but others did not listen to him. The dominant took leadership and wanted to try their way.

Say:

No story is completely true. The fact is that things made of glass break, was only a part of story. It is not the complete story.

Ask:

Think of a story you believed to be true that turned out to be false later in life (could be your story, an advertisement) Example: *Earth is flat, only sons can support parents during old age etc.*

Take some examples to ensure that all participants have understood the concept.

➡ INFORMATION APPLICATION (60 minutes):

Go back to the roles which you have identified for yourself and run the crap-o-meter on the role which is cherished and there is an existing conflict in it.

Sit in groups of three and share the role, conflict and if you discovered anything new after running the crap-o-meter on it. The role of the other two people in the group is to assist the person to go deeper and find out patterns or aspects which might be hidden or not obviously apparent.

Give participants 30 minutes to do this. Ensure everyone gets a chance to share their story in each group.

Thank you for engaging in this activity with depth and honesty. If you can also identify one habit or personal story which you would like to change in order to build an alignment with how you want to play the cherished role vis-à-vis how you play it currently.

Give participants 5 minutes to write this.

Ask:

If you could share these back in your triads since the idea is to build a support system or group which will assist you in ensuring that you are able to change the habit as we have established before that changing something in ourselves is uncomfortable and requires effort.

There are some questions which we have developed, it is called the crap-o-meter which enables one to get to the hidden agenda or whatever is not visible from the naked eyes.

CRAP-O-METER

1. What parts of the story are unarguably true?

2. What is not in the ploy? What is being missed out?
3. What will happen next?
4. Am I really listening?
5. Why is this story being told to me?
6. Am I being able to see the real game?
7. Who is the real villain in the plot?
8. Is this the end of the story?

 REAL WORLD CONNECT (10 minutes):

Say:

Identify a story connected to the role you are unable to fulfill that you have been telling yourself, and run the crap-o-meter questions through them, to experience the power of asking the right questions.

Share your story with one more person and enable each other to see the complex truth, rather than just remain at the surface level.

SESSION 8

TIME: 180 minutes

Village/Community Visit: Resource Mapping

Pre-Process:

Set up the Village/ Community Visit with the participants by setting some ground rules. For example; Don't act like guests, try to initiate conversations rather than staying quiet.

Say:

Now that we have understood Systems Thinking, let's try to understand the Resource System of this village/community we are living in.

The Village Resource Map is a good tool to begin with. It helps initiate discussion among the village/community. You should observe and participate in the mapping exercise because it provides an overall orientation to the features of the village/community and its resources.

Say:

You need to go around the village/community and understand the village/community with separate groups of men and women in the village/community. This is because women and men may use different resources.

The **women** will map the resources they think are important like water sources, firewood sources etc. The **men** will map the resources they think are important like grazing land, infrastructure, etc.

Maps may include: Infrastructure (roads, houses, buildings, bridges, etc.); water sites and sources; agricultural lands (crop varieties and locations); soils, slopes, elevations; forest lands; grazing areas; shops, markets; health clinics, schools, churches; special places like sacred sites, cemeteries, bus stops, shrines, etc.

Say:

You have two hours **2 hours** for understanding the village/community and speaking to your stake holders. After **2 hours**, we all come back here.

After they have come back,

Say:

We will divide you into groups of 5 now. I am going to give you a set on instructions though which you must share your experience of the village/community mapping.

Ask:

Each group should make a map so each group must find a large open place to work

Say:

Start by placing a rock or leaf to represent a central and important landmark

- Draw the boundaries of the village around this central landmark
- Draw other things on the map that are important
- Put in if there is anything else of importance that should be added

Do:

Ask each team to describe their map and use the key questions as a facilitator to guide a discussion about resources in the village/community.

Key Questions:

1. *What resources are abundant?*
2. *What resources are scarce?*
3. *Does everyone have equal access to land?*
4. *Do women have access to land?*
5. *Do the poor have access to land?*
6. *Who makes decision on land allocation?*
7. *Where do people go to collect water?*
8. *Who collects water?*
9. *Where do people go to collect firewood?*
10. *Who collects firewood?*
11. *Where do people go graze livestock?*
12. *What kind of development activities do you carry out as a community? Where?*
13. *Which resource do you have the most problem with?*

SESSION 9

TIME: 160 minutes

Tree of Exclusion: Power, Privilege and Purity

OBJECTIVE:

By the end of the session, all participants will be able to:

- Interpret the stories behind identities
- Analyze the power and privileges associated with various identities
- Explore the relationship between purity, power and privilege in our lives

KEY TAKEAWAYS:

- Discrimination is not merely a Social Construct – It comes from a visceral psychological need. There is a creation of social constructs so I and my descendants can have these in privileges till perpetuity as a unique right.
- **Our needs-** Lead to a fight for limited resources; **Privilege-** means of fulfilling our rights ahead of others; **Power-** acquiring the ability to take decisions for ourselves AND others; **Purity-** reconstructing the social stories and myths to help maintain and perpetuate a favorable power structure.
- This Privilege, Power and Purity tree thrives on Exclusion. Privilege as roots, bark as Power, Purity is the fruits that keeps it sustaining.
- Inclusion is the antidote- where Privilege is shared, Power is not exclusive, rather inclusive decision making takes place and the stories of Purity are broken by creating new stories of inclusion.

SUMMARY SESSION PLAN:

Stage	Key Ideas	Methodology	Resource Material	Time
Mind Jog	Getting participants to focus on the coming session and feel energized	Energizer		10 mins
Personal Connect	Based on my own identity how privileged do I feel and how privileged I am	Activity + Discussion	Toffees Flip Chart	40 mins
Information Exchange	Understanding the Tree of Exclusion – Power, Privilege and Purity	Discussion	Ropes Flip Chart Markers	45 mins

Information Application	The Power-Privilege-Purity structure plays out in every social issue which is prevailing in the society	Reflection + Discussion	Paper Pens	20 mins
Real World Connect	Purity stories exist in our own spaces as well and it is important to challenge them and re-write these narratives	Reflection	Paper Pens	20 mins

HOW TO RUN THE SESSION:

➡ **MIND JOG (10 minutes):**

Do:

A short positive energizer to get the participants active and curious about the session.

➡ **PERSONAL CONNECT (40 minutes):**

Do:

Prepare the following before the beginning of the session;

Cut chart paper into 3-4 parts and write one of the following statements on each cut sheet:

- Can travel out of town alone
- Afford to study what I want
- Family income of 25000
- Marry anyone of my choice
- I can enter any place of worship
- I belong to a majority religion
- Can afford best medical care
- My name has appeared in mainstream media
- I have a best friend from a different social identity than me

Do:

Place toffees in the middle of the room.

Say:

The rules of the game are that you can pick up only one toffee at a time. You can only pick it up if your answer to the said statement is "Yes".

Play 5-6 rounds with different statements.

Say:

Everyone should now stand in a line according to the number of toffees everyone has got. People who have the maximum number of toffees should stand in the beginning and rest at the back.

Ask:

- How are people at the back feeling?
- How are people at the front feeling?
- Can the last person see the person standing in the beginning?

Do:

Place a basket in the front of the line and ask people to throw in their toffees into the basket. The rules of the game are that they will only get as many turns as the number of toffees in their hand and the line cannot be broken to get to the front of the row.

Play the game till the last person with toffees gets a chance to throw them in the basket.

Ask:

- Who won this game?
- On what basis, do you think your position in the line was decided?
- How did you acquire this privilege?

Possible audience responses:

"This game is not fair and I feel cheated, I don't deserve to stand in the end."

"I feel guilty for standing in the beginning. I haven't done anything to deserve this."

Facilitator's Tip: Participants are encouraged to move towards the idea that they enjoyed some privileges because of some identities they have

Say:

We all played the game together, the only way of getting the toffees were based on your identity. If the statement was applicable for you only then you could pick up the toffees and later, you would get only those many chances to throw them in the bucket. Don't you think there a few privileges that we all hold? And we all enjoy those privileges without realizing there are a lot of people standing behind the line who don't have such opportunities or privileges. It's not something that people have chosen to have as well, it's the way the society is made up by giving a few privileges to a few identities and not giving some identities anything just like how we saw in this activity.

Let's try to understand this Privilege Structure a little further.

 INFORMATION EXCHANGE (45 minutes):

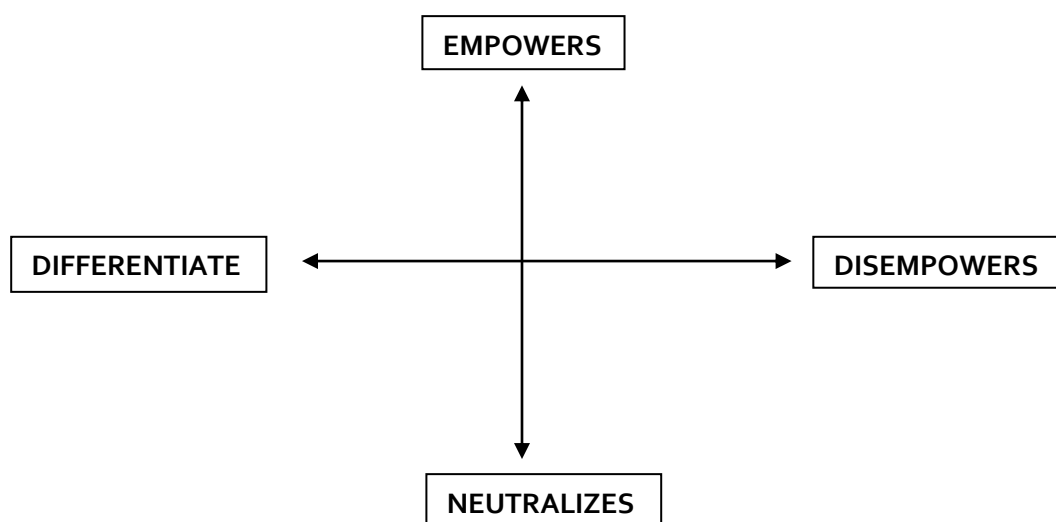
Do:

Lay the ropes in a way that shows 4 quadrants.

Place '**Empower**' on a sheet at one end of the vertical line and '**Disempower**' at the other end of the continuum. Similarly, place '**Neutralize**' at one end of the horizontal line and '**Differentiate**' at the other end of this continuum. These should be placed in a way that is visible to everyone clearly.

Explain the 4 terms:

- **Empowers:** Will empower me and the nation
- **Disempowers:** Will disempower me and the nation
- **Differentiate:** It differentiates against some identity
- **Neutralizes:** It considers previous discrimination and is an attempt to bring equality.



Say:

As you can see, the room is divided into four quadrants. Each quadrant has certain words to represent it (explain the four terms)

I will call out one statement at a time. Once you hear the statement, stand in a quadrant you think best fits the statement (e.g. when I call out a statement like, 'scholarships for girl students'. If you think it empowers girls, but differentiates against boys, you may stand on the quadrant that represents 'empower and differentiates'. Similarly, you are free to choose 'empowers and neutralizes' or 'disempowers and neutralizes' etc.)

Once everyone picks a spot, first, you will interact with members of the same quadrant and consolidate your arguments.

Now, try and convince participants in the other quadrants on why you chose that quadrant over another and why is it right (e.g. I feel that girl's scholarships may give opportunities for girls but it differentiates

against boys because even boys deserve opportunities to study and being from a similar class structure, it will adversely affect the study opportunities for the boys.?)

Once discussion takes place, if one feels convinced by the logic of another's argument, participants are free to change their quadrant.

Facilitator's Tip:

- *Set up the exercise in a way that promotes healthy discussion and encourage them to shift their positions when they agree with the other's arguments presented.*
- *You can choose to give statements which might match the context of the participants.*
- *For each statement listen to the reasons given by participants, encouraging them to speak to each other in different quadrants.*

The following statements can be used for the discussion:⁵⁶

- Ladies coach in public transport
- VIP movement in the city

Facilitator Tip: *These two statements are 'privilege' statements and the discussion might revolve around what one feels whether they are a part of a certain privilege or not. Whose privilege, is it? Why/how does one get a certain privilege? Encourage discussions among participants that will invoke answers to these questions.*

Note: *This exercise is the beginning of introducing the 'tree of exclusion' to the participants.*

Do:

Once the participants share in pairs, draw the **roots** of the tree citing '**privileges**'.

Note: *Do not reveal that it is a tree and what will follow. As the session progresses, the facilitator will steadily reveal other parts of the tree in continuation of this diagram in front of the participants.*

Ask:

- Why do we want privileges in the first place?

Say:

⁵⁶ These statements have been taken by keeping India in context. You can pick up statements which are relevant to your social or national context.

We need privileges because we want to fulfill our own needs. But, where are these ‘needs’ coming from? These needs are there because there are limited resources. We find ways to meet our needs and privileges help us gain access to our needs while, excluding others for the same.

Do:

Draw the 'seed' of the tree citing it as **needs- leading to the privileges (roots)**.

Share:

Share another set of statements with the participants;

- Caste based reservation in higher education
- Differential taxation policy
- Public distribution system

Ask:

Ask the participants to take their stands again for this round of statements and start the discussion by giving out your views on why have you selected the stand.

These three statements are '**power**' statements and through the discussion, participants might bring up points like 'we are allowing' or 'we are sacrificing' and it would be interesting to ask participants in such scenarios to think who has the power in such a situation?

Ask:

- Is there only one kind of power?
- Who decides who is giving power to whom?
- What is the general understanding of 'power' in society?
- Whose narrative are we hearing? (e.g. there are people who work to create roads for us but because some pay tax, their narratives of 'allowing' and 'sacrificing' are stronger than others).

Encourage discussions among participants that will invoke answers to these questions.

Say:

From privilege comes the notion of '**power**'- only because one has certain privileges, does one have the power to protect them or to play them out. This is where the facilitator brings out the connection between the two and further draws the '**trunk**' of the tree of exclusion, citing it as '**power**'.

Note: *The following points should be kept in mind and stressed during the discussion;*

- *Clarify that you are not suggesting that there is anything intrinsic about these power structures – we are not, for instance, suggesting that men are intrinsically more powerful than women, or that*

English speaking people are intrinsically more powerful than those who speak other languages. This chart and exercise is about power structures and inequalities that exist in society 'as they are', but there is nothing necessary or biological about them.

- *If there is a discussion around personal examples, such as “no, in my family, I think my mother is more powerful because my father is usually absent,” or philosophical stances such as “I think poor people are more privileged because they lead happier lives,” clarify that we are talking about power and privilege in concrete societal and economic terms, such as access to financial resources, representation in political and economic elite spaces, control over one's body and private life, food security, freedom from the fear of violence, etc. If need be, facilitator can give a few simple examples that participants can relate to, such as “as a woman, I cannot go out at night without fearing for my safety in ways that men can” or “coming from a middle-class family, I have had access to an educational and professional resources that my domestic help never got.”*
- *Point out to the participants that we live on both sides of the power-non-power line, and we intersect at many different points. This binary chart is one way of understanding power in our society, but in truth, we have multiple identities and places in the chart (I am a woman with a disability, on the non-power side, and an upper-middle class, English educated person on the power-side). It is important that participants see the complexities that the power chart can sometimes oversimplify.*

Do:

Share the last set of statements with the participants;

- Hindu Rashtra
- Fairness Cream

Ask:

Ask the participants to take their stands again for this round of statements and start the discussion by giving out your views on why have you selected the stand.

Note:

- *These two statements are 'purity' statements leading to the point of people doing all they can to maintain and safeguard their power and privilege, not allowing others access into the same. Purity stories are built to further perpetuate power.*
- *E.g. Depending on who has the most power in your family, there are certain practices followed where some must listen and cannot question certain decisions. What does that person do to maintain that power in the house?*

- *Reinforcing power norms, reminding others of the power one holds, helps in building a stronger basis for stories of 'purity'. Another example could be when priests among various religions exert a decision claiming it is the decision of 'god' and that decision becomes unquestionable among the people. Similar questions of who is in the position of power and how are they reinforcing their power can be asked.*

Ask:

- Why is this idea being furthered?
- Who is benefiting from this idea?
- Is there any underlying idea that this product or belief is promoting?

Encourage discussions among participants that will invoke answers to these questions.

Say:

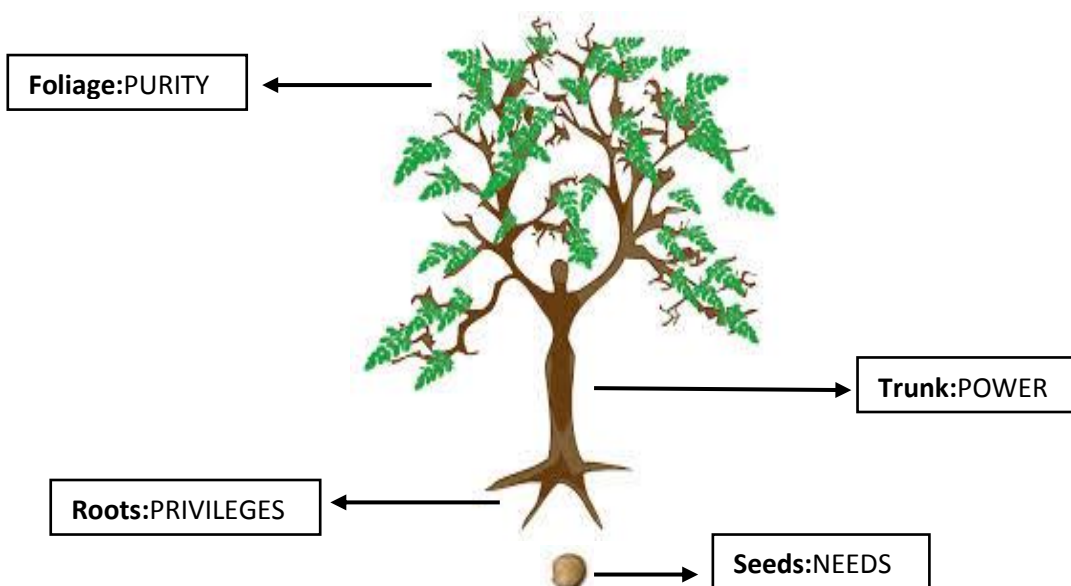
From **power** comes the idea to protect it- in the form of '**purity stories**'- because one has power, one would want to maintain the same and to do that, a story around purity of power is constructed. Bring out the connection between the two and draw the '**foliage**' of the tree of exclusion, citing it as '**purity**'.

Ask:

- We also shared stories of our right being infringed because of someone else's privilege. So, what is the disadvantage of not having a privilege?
- What do you think is the relationship privilege, power and purity?

Do:

Through this exercise the facilitator needs to establish the '**Tree of Exclusion**' and show the relationship between power purity and privilege.



Say:

Let's try to understand the relationship between privilege and power. Those in power feel they can give privileges. Power is required to safeguard privileges. When power needs to be safeguarded, stories of purity come up (to make sure that power is exclusive).

An **example** could be that a Brahmin priest has certain privileges that not everyone has including access to sacred scriptures, being the medium between the common people and god etc. These privileges give them certain power such as deciding who can and cannot enter the temples, what kind of worshipping is allowed or not allowed and so on. To protect one's power status, stories of purity are created around 'who can have this power', so in some cases, the idea of vegetarianism is promoted, men are the only sacred leaders etc.

Another **example** could be the idea of vegetarianism. Vegetarianism in India is considered as a symbol of purity and non-vegetarianism as impurity. It would be interesting to see, however, who are the vegetarians or rather, who can afford to be vegetarians. Those people who hold land and have access to growing their food, are the ones who encourage this idea. Also, ownership of fertile land signifies a certain class privilege. Whereas, people who do not hold land nor have access to growing their own food on fertile land live closer to the mountains or water bodies and therefore must depend more on non-vegetarian food choices. Equally interesting is to explore which castes do the 'upper class' vegetarians belong to and which castes do 'lower class' non-vegetarians belong to.

The stories of discrimination are so powerfully woven that one cannot easily break out of this vicious circle unless one understands how the system works.

 INFORMATION APPLICATION (20 minutes):

Do:

Divide the participants into groups of 3.

Say:

Our task is to see how Privilege, Power and Purity (PPP) are played out in our identities that we hold. Each group can choose either of the following identities and apply the questions of Power, Purity and Privilege to them.

Ask:

Ask participants to pick from the following identities: Gender, Caste and Religion.

An **example** of placing PPP in the Gender Lens could be by asking questions like:

- Which gender has the most power?
- Where does this power come from?
- What privileges does this gender have in society?

- How do they maintain their power? (Stories of Purity)

Some questions that you can use to carry forward the discussion are:

- Who are the parties involved in this conflict of power?
- What are the privileges that each party has?
- What rights are infringed upon because of certain privileges?
- What kind of power do both parties have (or one has over the other)?
- What stories of purity do the parties weave to maintain that power?
- How can we challenge these current realities?

➡ REAL WORLD CONNECT (20 minutes):

Say:

Identify one story of Purity they you have adhered to in your family.

Whose power is protected through this story? Is it just one person's power? Could there be other people accepting the story because their power (could be a different kind) is also protected? What privileges do people who have powers claim?

Ask:

Participants should sit in pairs and share the story.

Ask them to also reflect on ways in which this story can be challenged through dialogue in their family.

SESSION 10

TIME: 60 minutes

Village Stay/Community Visit

Say:

We will be visiting/staying in a community today, some of the activities undertaken in this session will prepare you better for what is to come next in the community.

The next exercise is a tool to draw out factors which influence disadvantage. You will be divided into various groups and you must read the case study of Jeff and Savita in your individual groups.

JEFF

Jeff is 37 and lives in a hostel for homeless men. He is an electrician by trade who once owned his own small business doing domestic electrical work. A few years ago, when business was bad, Jeff borrowed money from the bank to tide him over a difficult period. Business did not improve and he gradually got further and further into debt. Finally, he could not keep up the repayments on the mortgage and he lost his 2-bedroomed house. His business folded and his relationship with his fiancée also ended. Jeff lived with his mother for a while but she was very critical of his inability to improve his financial position and so he moved away from his home town, hoping to find work elsewhere.

Jeff has had no success in finding work - partly because of the economic climate but also because he does not have a permanent address. He claims what benefits he is entitled to and occasionally does some work on a building site. He has lost touch with his family and does not know what the future holds.

SAVITA

Savita is 45 years old and lives with her family in a single room in a slum area in a large city. She has had seven children, 2 of whom died in their first year. The eldest two children are no longer living with their mother but she is the sole provider for the remaining three, since her husband went to look for work in another part of the country. He has not been in touch for the past three years. Savita makes her living selling cigarettes and matches from a street stall and preparing snacks which her 12-year-old daughter takes to sell at the bus station.

Although their living conditions are sparse and they all share one room they do have electricity for 3 hours each night and access to water from a nearby stand-pipe. Savita is a popular member of the evangelical church and attends numerous functions and singing events. She is also the treasurer of a small credit group which operates as a safety net for people when times are hard.

Ask:

Participants to discuss the following questions in their small groups:

- In what ways are Jeff and Savita disadvantaged?

- How do they differ?
- How might Jeff and Savita be seen by the wider society around them?
- Who is “more disadvantaged” – Jeff or Savita? Why?

Give the groups **10 minutes** to write down their main points. Once all the groups are done, ask them to present their discussion points **in 2 minutes**.

Possible audience responses:

“Jeff is more disadvantaged since he does not have any emotional or family support.”

“Savita is disadvantaged because of her gender since she might face stigma for being a single mother too.”

Do:

Draw out main themes from small group work: elements of disadvantage and any other main ideas which come out of the discussion. This can be done succinctly as the value is in their small group discussions rather than repeating it all. *Write the main points on the flipchart.*

Say:

Thank you for engaging with the case studies!

Introduce ‘**Cycle of Disadvantage**’ by relating to the issues of disadvantage raised by participants, and applying it to the case studies. Development is about change.

The case studies compare two disadvantaged people – one from a Northern country, another from the South. In the feedback, relevant points include: Disadvantage takes many different forms: it is more than material poverty. Although the focus is on disadvantage it is still important to highlight that the term is closely related to poverty. Reference should be made to the notion of relative and absolute poverty.

Ideas about disadvantage – like development – depend on our own values, judgements and experiences. Disadvantage may be caused by being judged by the society around: you may be the “deserving” or “undeserving” poor according to whether society has a sympathetic and positive image of you or not. Notions of disadvantage change in time and place: those considered poor at one time may be well off compared to previous times; someone socially excluded by one society (for being a single parent, for example) might not be seen in the same way in another society.

The Cycle of Disadvantage is a model which tries to represent the complex of factors which make an individual, a community or a country badly off. Using the model helps people decide priorities and plans for the development process, because development should try to address the various elements of disadvantage.

When you go into the community to visit or stay, you will come across many issues and development problems. Try to pick one issue/development challenge and make/create a cycle of disadvantage for it.



Say:

A lot of times we have our own assumptions about advantages and disadvantages. These stories arise from either lack of experience or having not engaged with something enough. Today we will try to explore rural realities through a community visit/stay.

Do:

Divide the group into smaller groups of three - four people.

In these smaller groups ask people to reflect on the assumptions they had individually and narrow the assumptions down to three assumptions per group and ask them to reflect on why these assumptions exist. Ask the groups to think of questions they can ask people in the village around these assumptions.

Note: Give instructions and ideas on ways to form the questions, make sure that all the volunteers are aware that this is not an interrogation, and they are visiting someone else's home, so to be sensitive and mindful of self in the village setting.

Share that they can use the questions from the crap-o-meter to understand the relevance of the information being gathered and how to process it.

Do:

Lead the volunteers to the village, in their groups and establish a meeting point and time-lines in which the volunteers should be back to the meeting point.

After the Village Stay/Community Visit;

On the way, back to base, ask the groups to share the information they have collected and how the visit affected their assumptions

Provide greater depth into the information gathered and make sure that people are aware that they only visited a village for a couple of hours. Understanding lives, lifestyles, problems it takes much longer - ethnographers spend months, years understanding these things.

SESSION 11

TIME: 4-5 hours

Voluntary Physical Labor Activity (Pre-Process)

As part of the Village Stay, the participants on the next day are engaged with the manual labor in a common space of the community. The purpose behind this is to help the participants to connect with the community and the people. It is one of the ways of being Thankful to the people and contributing something to their space so that they can also see how young people can contribute to their cause.

Experience Sharing (After the Activity):

OBJECTIVES:

At the end of the session the participants will be able to:

- Reflect on their experience of staying with a host family in the village
- Reflect on their experience and analyze the change they've had/seen vis-à-vis self, society and the group
- Share their experience with the larger group

HOW TO RUN THE SESSION:

Ask:

- How the experience of staying in the village or the community visit?
- Did you have fun?
- In these last 3 Days, have you learnt anything new?

Say:

As we had shared during the ground rules the world is our classroom, in this workshop we learn not just from the session but also how we engage with the each other outside the sessions. We come from different backgrounds all of us have had different experiences, there so much we can learn from each other. Also, the village stay also built our understanding of the village about which we generally come to know through media or other sources, we assume so much about how our rural villages would be. Were the villages like what you had expected it to be?

In these learning, there is a critical aspect of deep self-awareness that is also there, with all this engagement there is a lot we learn about ourselves as well. We will now talk about all the change we have experienced in these 4 days of this workshop.

Ask:

- Think of one change that you have experienced in yourself
- Think of one thing that has changed about your perspective about this group
- Think of one change that you have had about your perspective on the village or community

Do:

Make the participants write down their thoughts on three different Post It's of three different colors. Make three big concentric circles in the middle of the room by using ropes or cloth.

Say:

Everyone should share all three changes with the larger group and place the post its in the three concentric circles.

- **Outer Circle:** Place the chit which talks about the change in perspective for the village or community
- **Middle Circle:** Place the chit which talks about the change in perspective for the group
- **Inner Circle:** Place the chit which talks about the change in self

Do the activity and document whatever the participants are sharing.

Close by saying;

Thank you everyone for sharing. Don't forget the journey has just begun and there will be many times when you will feel like nothing is happening or too much happening, so it's always great to pause and think about the things that you have learnt.

SESSION 12

TIME: 90 minutes

Recap of Values: Case Study

OBJECTIVES:

By the end of the session, the participant will be able to:

- Recap Value Prioritization Session by understanding the Case Study on Israel and Palestine Conflict

HOW TO RUN THE SESSION:

Say:

Let's test our memories now and do a little recap of one of the sessions that we ran during our Foundation Retreat. Our session on "Values Prioritization" where we could build a relation between our Attitude, Behavior and Values.

Do:

Handover the brief History and Background sheet of the Case Study to the people. (Refer to the **Annexure 4.12.1**)

*Give participants **5 minutes**, to go through the case study.*

Do:

Divide the participants into groups and distribute the Stakeholder Sheets to every group. (Refer to the **Annexure 4.12.2**)

Say:

United Nations (UN) is conducting a general assembly where there will be stake holders from both the sides as well as from the international community. Each stake holder must present their argument, view point on the issue and how it is affecting them. There will be a separate time for each stakeholder to cross-question each other.

After the whole discussion, the United Nations will share what measure is it going to take based on the arguments. *Give participants about **20 minutes** to prepare their points.*

Ask:

- How many of you were happy with the measure taken by UN?
- Why/Why not? *Take responses from all the groups of stakeholders.*

Ask:

Ask the participants to list down the top three values that they are operating from. They should list down these values in their own stakeholder groups.

Ask them to share these values and write down these values on the flipchart for everyone to see.

Do:

Read out the values. After each value ask the participants to raise their hands if they believe in that value. Example: say if you believe in justice raise your hand.

Ask:

*"If everyone has similar values or believes in similar values, how is it that they take different stances?"
Give them a few minutes to think and respond.*

Say:

We all have similar values. However, at a given time we choose to prioritize one value over the other. And therefore, we take different stances. So even if all people here believe in justice and peace, those who would prioritize peace over justice will be against violence and those who prioritize justice over peace will be for violence.

Values are not right or wrong, they are simply values. Therefore no one can decide which values an individual should prioritize; it depends upon what the individual believes. Similarly, one's stance is also never right or wrong, it just shows what the person values most. Difference in values is one of the main reasons behind the arising conflicts.

So, it is important for us to understand the different values from which the people are coming from in a conflict so that we can first empathise and then find a solution to resolve the conflict.

ANNEXURE 4.12.1

ISRAEL & PALESTINE CONFLICT CASE STUDY

HISTORY AND BACKGROUND⁵⁷

The **Israeli–Palestinian conflict** is the on-going struggle between Israelis and Palestinians that began in the mid-20th century, both Jews and Muslims believe that they are entitled to the land. Those of Jewish faith believe that it is their “Promised Land” and a haven for Jews around the world while the Muslims believe that the land is theirs because of the simple fact that they have been living here since the past so many centuries. The United Nations, after studying the situation in Palestine, decided to establish an independent Arab state and an independent Jewish state. Jews accepted the plan but the Arabs did not. Prior to that time the area was called Palestine and was home to Arab Muslims, who were displaced and became *refugees* when Israel was established. Next to Israel is a turbulent area called the West Bank. The West Bank includes many sites that hold cultural, historical and religious significance for Jews, Muslims (identified as Palestinians) and Christians, and there has been a very long history of violent conflict as Israelis and Palestinians have both claim to this region as their own.

The West Bank is occupied by Israeli military (since 1967), and the area is considered 60% under Israeli control. Since 2007, the West Bank has officially been governed by the Palestinian Authority (PA), a provisional government created as a stepping-stone to eventually creating a United Nations-recognized state of Palestine, much like the Jewish state of Israel.

To prevent violence, the Israeli military limits Palestinians' places of residence (including refugee camps) within the West Bank, and their movement within the region is controlled by numerous barriers and checkpoints. In addition, nearly 500,000 Jews live in the West Bank in Israeli-organized settlements. These settlements are illegal under international law, although Israel disputes this.

Hamas, a militant fundamentalist Islamic organization operating in both the West Bank and Gaza, has refused to recognize the state of Israel but said it would support a Palestinian state. Peace talks between Israel and Hamas have been started since the summer of 2014.

In November 2012 in Gaza (another highly disputed area adjacent to Israel), Israel launched a series of attack in response to what it says endless Palestinian rocket attacks on Israel. Palestinians, meanwhile, have said that Israeli attacks have killed hundreds of civilians and left thousands homeless.

⁵⁷<http://www.bbc.co.uk/newsround/20436092>

<http://www.ifamericansknew.org/history/>

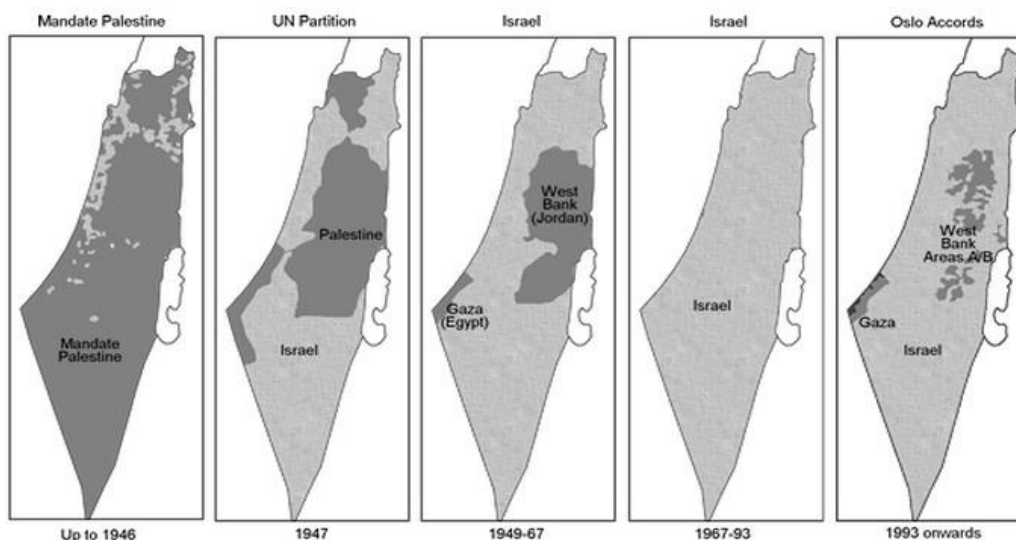
https://en.wikipedia.org/wiki/Israeli%E2%80%93Palestinian_conflict

Israel says that it cannot accept Palestinian authority over the occupied territories if the security of Israeli citizens is not guaranteed. On the other hand, Palestinians do not believe that Israel will ever allow the Palestinians truly to get back their land. Even as Israel withdrew troops from some major cities in the West Bank, soldiers continued to protect Jewish settlements. In fact, most Palestinians claim that there was never any Israeli withdrawal from the occupied territories, merely redeployment. For the past two years, to ensure security, the occupied territories have been under a near total "lock-down." Palestinians, who depend on work in Israel, cannot travel there any- more. Military curfews are often imposed and schools shut down frequently. The economic consequences for Palestinians have been devastating. The average income of a Palestinian in the occupied territories is now 10% of that of an Israeli. Israel continues to demand that the Palestinian Authority be responsible for preventing terrorist attacks, yet the Israeli military has destroyed most of the infrastructure and capacity for Palestinians to act as a functioning government authority.

Nearly three million Palestinians are refugees. Half a million live in the West Bank; the rest are mostly in refugee camps in Lebanon and Jordan or are spread elsewhere in the Middle East and the west as part of a large Palestinian Diaspora. Most of the refugees either lost their homes in 1948 or are the descendants of those who lived within the borders of the state of Israel. Some became refugees after the occupation of the West Bank and Gaza in 1967.

In the original UN partition plan, Jerusalem was to remain under international authority because of its prime status for the religions of Judaism, Islam and Christianity. In 1948 the state of Israel controlled the western part of Jerusalem while Jordan controlled the eastern part, including the old city, home to the most important holy sites of the three religions. Israel wants to maintain sovereignty and control over all of Jerusalem while the Palestinians want sovereignty over East Jerusalem and to establish it as the capital of a Palestinian state. East Jerusalem is majority Arab but new Jewish settlements have been built to help solidify the Israeli claim to the whole city.

Hateful language, propaganda, the media, and from religious authorities on both sides have led to violence that has rapidly increased in the past two years. True peace and reconciliation are impossible in such an environment.



ANNEXURE 4.12.2

Stakeholders

1. Palestinian Human Rights Organization

We are the head of a Palestinian Human Rights organization. A lot of families have seen their children killed or lost relatives than we can even count. We have strongly campaigned against what you feel are wholesale violations of human rights throughout the Palestinian territories. We're increasingly angry at the United States because you find it hypocritical when you constantly hear American rhetoric on human rights yet the United States turns its back on Israeli violations of human rights. Human rights and human dignity are insured not just in preventing killing, but rather by how people are treated. A Palestinian woman dies in childbirth inside an ambulance because Israeli soldiers will not let it pass; human life has become cheap. Israelis humiliate Palestinians in almost every aspect of their daily lives. Schools are closed; buildings razed; land bulldozed – all in the name of security. There is almost nothing left for Palestinians to preserve – and Israeli policies strip Palestinians of almost all dignity. Young men are rounded up and held without charges or trials for months. Some are beaten. Most are innocent, but become scarred and resentful. Eventually they may become real terrorists and a real threat to Israelis. You feel increasingly that Israel has over the years brought much of the violence on itself through its treatment of the Palestinian people; Israeli policies have forged many of the bombers.

2. Yusuf- A father in the Palestinian region

I am most about this situation with Israelis is that as they continue to persecute, humiliate and kill Palestinians; they constantly claim to be the victims. I and my family, feel that they have used this sense of victim-hood for 100 years. In this whole process, I have lost my homeland. The constant bombing, firing and violence have taken away mine and my family's peace of mind. What we want is our own land, their own homeland; surely, the Israelis, of all people, can understand that. Yet, Israel continues to build more settlements and take more Palestinian land to do so. Palestinian communities are increasingly cut off from each other, surrounded by rich, militarized Jewish settlements. Kids are not able to go to school; we are not able to buy our daily essentials we have no where to go and whatever we have to call home is in shambles.

3. Mustafa- A hotel owner in East Jerusalem

I and my family live in East Jerusalem and run a hotel. Since September 2000, our income has fallen nearly 75% as tourists avoid Jerusalem out of fear of violence. You are angry that the Jerusalem city

government granted tax rebates to Israeli - but not Palestinian - hotel owners even though you are bound by Israeli laws and regulations. All your children have lost hope and moved to Brazil or Canada. Everywhere you turn, you are humiliated by the Israeli authorities. You must wait hours at any checkpoint and whether you can continue your way seems to be a random decision. You are treated worse than a dog and made to humble yourself before young Israeli soldiers who assume that all Palestinians are terrorists. You have just learned that a religious group of Jews wants to petition the government to condemn your hotel so they can ultimately move into it and set up a religious community in the center of Jerusalem which is very close to your hotel, you're afraid that you'd end up losing your land.

4. Avner (Orthodox Israeli Rabbi*)

I live in the city of Tel Aviv in Israel. I find it difficult to understand why Jews are not accepted or allowed to live in peace, even in their own state. Jews have no other homeland; this is our home, our promised land, it is in our fate to die on our land and get a place in heaven. For the Palestinians, as Arabs, they can fall back on their Arab cousins as they have in the past. Jordan has most Palestinians. I am also very concerned that Judaism is being displaced from Jerusalem. We must retain sovereignty. The prospect of returning to Jerusalem is in the heart of every Jew. It is the center of the Jewish religion. The Muslims claim Jerusalem as being equally holy, but in fact Mecca and Medina are far more important in Islam. Jews allow Muslims to worship on the Temple Mount, yet sometimes the Muslims throw rocks down on us when we pray at the Wailing Wall.

**A person appointed as a Jewish religious leader.*

5. Raddad Ahmad (Palestinian refugee living in refugee camp)

I am 69 years old, I used to live in Jaffa, a place in Israel, I haven't seen the place in about 30 years. I still have the key of my house around my neck. The right of return for the refugees to their homes is acknowledged throughout the world in other conflicts by the international community and is critical for Jews in their relationship to Israel. Yet Palestinians are denied these rights. After all these years, we don't even have any homes to return to, but an acknowledgement of that right is critical and just, and it is all we ask for. And, if cannot return home then some form of compensation must be made. Here we have nothing, we live in tents, live on aid from people, have no means of livelihood; I am dependent on my daughter to support my family. My children have grown up in this place. I have seen my niece killed in front of me by an Israeli missile, my cousin was shot by Israeli soldiers, my own teenage children increasingly radicalized. They hate the Jews and hate their American sponsors. We have no place to call home.

6. Hamas (Palestinian violent extremist)

We believe that jihad is the only way of solving our issues. We will liberate Palestine from Israeli occupation and establish an Islamic state in the area. We have been living here for centuries and they have come and taken our land, our homes, destroyed our lives, our culture, we will fight them back. The supremacy of Islam obligates us to exterminate millions of people who hold different beliefs than Islam, foremost the Jews. Regarding the Jews, our business with them is only through bombs and guns.

7. Aaliyah (Israeli civilian women)

I am 45 years old and I have been living in this land for many years now. But there is no peace here. I can't send my kids to school as I fear for their lives; my husband is scared to go to work. I never used to have any problems with these Palestinians, but then they started bombing us and I killed my sister. What did we do to them? Everything is by the government; we have no role in all this and yet our lives have become like this. We just want a regular life back.

8. United Nation Security Council

The Israel Palestine conflict has been going on for more than 50 years now. The issue had led to a lot of destruction, loss of lives, property, destruction of infrastructure, economy. There has been large scale violence on both sides and the entire world has been looking up to the UNSC to carry out the peace process. Many people blame the UN for having created this problem in the first place by creating the partition in the first place. People blame other Arab countries of promoting their own motives by supporting the Palestinian Violent extremists.

The **Middle East Quartet*** was created to facilitate peace in the region on Israel-Palestine. However, its intentions are highly questioned. American determination to protect Israel from the political and legal consequences of all its actions has also taken its toll, not just on the willingness of others to credit and follow the United States, but also on the authority of international organizations and the integrity of international law. The United Nations Security Council was conceived as the ultimate arbiter and enforcer of an international order in which law could protect the weak and vulnerable from the depredations of the strong. The U.S. has routinely exercised its veto to prevent the application of well-established principles of international law to Israel; this has reduced the United Nations and other international forum to impotence on fundamental questions of justice and human dignity. Confidence in these institutions has largely disappeared. Thus, the Israel-Palestine dispute has shaped a world in which both the rule of law and how it might be realized have been deliberately degraded.

Since the year 2000, 13,000 Palestinians saw their houses being demolished, and 2,000 Palestinians had their identity cards revoked. 20 million square meters of the Palestinian agricultural land was destroyed by Israeli actions. There has also been large scale migration leading to a critically rising number of refugees. Most Palestinians have fled to nearby countries such as Jordan and Lebanon, rising risk of violence spill over in these areas. Most Palestinian civilians had moved to neighboring country of Syria, but that turned out to be a far worse deal due to the break out of civil war in Syria. Nearly three million Palestinians are refugees. Most of the refugees either lost their homes in 1948 or are the descendants of those who lived within the borders of the state of Israel.

(Middle East Quartet, sometimes called the **Diplomatic Quartet is a foursome of nations and international entities involved in mediating the peace process in the Israeli-Palestinian conflict. It comprises of United Nations, United States, European Union and Russia).*

SESSION 13

TIME:110 MINUTES

Paradox of Survival

OBJECTIVES:

By the end of the session, the participants will be able to:

- Explain the importance of creating a win-win solution while resolving conflicts positively
- Explain the concept of win –win, win-lose and lose- lose
- Give examples of win lose scenarios in national and international conflicts and how they are effecting sustainable development goal no. 16 – peace, justice and strong institutions

KEY TAKEAWAYS:

- People usually address conflict situations with an aim to win. However, there are other ways of addressing conflicts. The way a conflict is addressed is related to individual conflict handling styles like avoiding, accommodating, competing compromising and collaborating
- Collaborating or win-win approach aims at changing the conflict from adversarial attack and defense to cooperation. It is a shift in attitude that alters the whole course of communication
- Trust forms a key ingredient in creating win-win solutions
- Competing might lead to benefits in short term but in long term everyone's interest is best served when groups, team or people collaborate
- Winning can be relative or subjective, it also need not always be in comparison with anyone. Everyone is free to set his or her own standards.

SUMMARY SESSION PLAN:

Stage	Key ideas	Methodology	Resource Material	Time
Mind Jog	Seeing trust as a key ingredient for conflict resolution	Choosing a corner		20 min
Personal Connect	Reflecting on own conflict	Reflection		5 min
Information Exchange	Experience process of building strategies to win	Game: paradox of survival	Black board, chalk, 3 envelopes with 6 oink and 6 blue slips	30 min
Information Application	Learning difference between winning and win-win	Discussion	Flipchart Markers	40 min

Real World Connect	Redefining conflict resolution strategy based on needs of parties involved	Discussion		15 min
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HOW TO RUN THE SESSION:

➡ **MIND JOG (20 MINUTES):**

Do:

Divide participants in 2 groups, show them pile of cushions and give them instructions separately.

Say:

Group I: your task is to make a circle of the cushions kept inside and ensure that you do not talk to each other. Your time will start when I say go!

Group II: your task is to get the cushions outside the room and ensure that you do not talk to each other. Your time will start when I say go!

Do:

Get them back together in one group and say go. Let the game begin and observe the behavior.

After the activity,

Do:

Make people sit in circle.

Ask:

- How are you feeling?
- Did you enjoy the game?
- What was happening?
- Why were you facing challenges?

Say:

They could have made a circle outside the room that would have made things simpler and both groups would have achieved their goal.

➡ **PERSONAL CONNECT (5 MINUTES):**

Say:

Reflect on the conflict that they have identified and write what have been their approach to solve the conflict until now.

➡ INFORMATION EXCHANGE (30 MINUTES):

Do:

Divide the students into three groups of about 7-8 students each. Ensure each group is sitting sufficiently far away from the other, so that they cannot hear each other's' discussions.

Ask each group to give a name to their group. Inform them that they are playing a risk-taking game.

Say:

I am the jailer. Since you are in three different prison cells, you are not allowed to talk to the other groups. I am giving all of you an envelope with 1 blue slip and 1 pink slip on it. You will return only one slip back to me. I will reward you based on the slip you return. Choose the specific reward based on what you think the group would like to get. Your objective is to maximize the reward points. The game would be played over 5-6 different rounds. At the end of each round, you must give me a slip of the color of your choice. You will keep the other slip hidden. If you can maximize the reward points, then I shall let you go free from prison

Facilitator's Tip: *Avoid discussing goals in details or maximize the reward for your group.*

Do:

✿ Draw the following rewards table on the board:

Possibilities		Reward points	
		For groups that give Blue	For groups that give Pink
# 1	All 3 groups choose to give the blue slip	1 each	0
#2	2 groups give blue slip and 1 group gives you pink slip	6 each	0
# 3	1 group gives you blue slip and 2 groups give you pink slip	10	0
# 4	All 3 groups choose to give the pink slip	0	5 each

✿ Draw the following table for score keeping on board and share that this will be filled after each round:

No. of Rounds	Group # 1 and name		Group # 2 and name		Group # 3 and name	
	Decision (blue/pink)	Points awarded	Decision (blue/pink)	Points awarded	Decision (blue/pink)	Points awarded
1						
2						
3 (bonus)						
4						
5 (rep)						
6						
Total Points						

Do:

Ask the group to choose one volunteer from each group who can observe the proceedings of the group.

Take the volunteers aside; inform them that they are to observe on the following points:

What determines the group's decisions?

Focus on the individual behavior. Play the game.

Round I

Begin the game by giving each group an envelope and one blue and one pink slip. Ask the groups to write their names on the envelope and insert the slip that they wish to return. While the groups are deciding, build excitement around the reward of freedom. Once all the slips have been returned and opened, share the result and note the reward points on the table.

Round II

Return the envelope to the group and conduct same way as in Round I.

Round III;

Say:

This is a bonus round where the reward points will be doubled and play as usual.

Do:

Keep emphasizing the objective of maximizing reward points.

Round IV

Play as round I.

Round V;

Ask each group to send one representative for a special meeting. Allow the representatives to discuss with each other about what they would like to do in this round. After the discussion of 3 m, minutes ask the representatives to return to their groups

Say:

You must speak for your own group, but it is not mandatory for the group to abide by the decision taken in the meeting.

Facilitators Tip: *You could play one more round after this, if you wish, as a normal round.*

Do:

Start wrapping the game. Total the points up after all the rounds are over, for each group. Announce the reward each team won. Ask the team, which group, is the winner. Let them rejoice. Sum up the total rewards won by each team. Compare the total to maximum rewards that they could have received had all the group returned the pink slip in all six rounds that would be a total of 105 points. Tell them that the game has ended.

Say:

They need to stop being the prisoners so that they can see what happened in the game.

Ask:

- What was happening in each group?
- Did the doubling part affect your decision?
- What was the impact of the representative round?

Do:

After group members have shared, ask observers to share about their group. Contrast the real score of the group with the maximum score possible and how the losing situation could have been turned into a winning one. Lead the group to share the importance of trust in this exercise and in other interpersonal relationships. Introduce the concept of win-win, win-lose and lose-lose.

Say:

The only win-win solution is when each group gives in the pink slip because that is when the total of the reward points for all three groups are maximized. The jailer also wins because we want to give the rewards and would be happiest if we give away the most.

In the ultimate analysis, the jailer wins when there are no prisoners at all, just as a doctor wins when there are no sick people. A win-win solution is one where the needs of all the parties in the situation have been met fully.

Ask the following questions to steer the discussions towards competitiveness and the desire to win being primary motivations:

- What stopped you from opting for 5 point each option?
- What happened in representative round?
- Why did the group change their decision after representatives returned?
- What are the advantages and disadvantages of competition?

Say:

The prisoners were never asked to compete but were told to maximize the reward points. Choosing to compete was their own decision. Dividing the prisoners into 3 groups was a tactic that the jailer used to pitch them against each other. They had the choice to not play the jailer's game and could have recognized that they were one and that all could benefit by giving pink slip. They could have collaborated especially after the representatives met. That would have been a win-win approach.

Explain that in life as an individual or while working in groups we are often pitted against each other when our objectives or interests clash. This leads to conflicts. In such situations, survival instincts take over and we tend to focus on fight (winning or losing). This is a win-lose approach and sets a cycle for tit-for-tat and erodes trust which leads to further conflicts.

**INFORMATION APPLICATION (40 MINUTES):**

Do:

Make the connection between the various modes of handling conflict (as discussed in the previous module) and win-win as follows:

- **Competing:** win-lose
- **Avoiding:** lose -lose
- **Accommodating:** lose –win
- **Compromising:** neither win nor lose
- **Collaborating:** win-win

Say:

The win-win approach is about changing the conflict from adversarial attack and defense, to co-operation. It is a powerful shift of attitude that alters the whole course of communication.

One person consistently applying a joint problem-solving approach can make the difference. The first person you must convince is yourself. Until you give it attention, you are usually unaware of the way you argue. People often find themselves with a knee-jerk reaction in difficult situations - based on long established habits combined with the passing mood of the moment. When challenged, you experience separateness, disconnectedness from those around you - a feeling of "you or me" - a sense that there isn't enough for both and if one person is right, then the other person must be wrong.

Often people don't even take a moment to consider what may be the best approach in the circumstance. While people battle over opposing solutions "do it my way!" "no, that's no good! Do it my way!" The conflict is a power struggle. What is needed is to change the agenda in the conversation.

The win/win approach says:

I want to win and I want you to win too.

Ask:

- How can we both win?

Do:

Go back to focus on the needs part.

Say:

The most important win/win move you can make is to discuss underlying needs, rather than only looking at solutions.

The following story makes the point quite well:

"There are two people in a kitchen. There is only one orange left and both want it."

Ask:

- What would you expect as the solution?

Say:

Compromise is one option. They might cut it in half and each gets half.

Let us assume that is what they do. One person now goes to the juicer and starts squeezing themselves a rather too small orange juice. The other, with some difficulty, begins to grate the rind of the orange to flavor a cake.

Had they discussed needs rather than heading straight to solutions, they could have both had the equivalent of a whole orange. Their needs were complementary, where one needed juice, the other the rind. Their needs were in fact not even conflicting. With the determination to use a win/win approach, two sets of needs can frequently be met together.

Addressing each person's underlying needs means you build solutions that acknowledge and value those needs, rather than deny them. Even where solutions cannot be as perfect as in the orange story, the person feels quite differently about the outcome.

Ask:

- Why does that seem to be the best solution to you?
- What's your real need here?
- What interests need to be served in this situation?
- What values are important to you here?
- What's the outcome or result you want?

Say:

The answers to these questions significantly alter the discussion. It provides the right material for co-operative problem-solving. It leads to opportunities for you to say what you need and for other people to say what they need too.

Ask:

- How does win-win work?

Say:

I want what's fair for all of us. A win/win approach rests on strategies involving: Going back to underlying needs, Recognition of individual differences, Openness to adapting one's position in the light of shared information and attitudes, attacking the problem, not the people.

The win/win approach is certainly ethical, but the reason for its great success is that it works. Where both people win, both are tied to the solution. You feel committed to the plan because it suits you. It's a

successful strategy. Usually, co-operation result in both people getting more of what they want. The win/win approach is conflict resolution for mutual gain.

Ask:

- How to get out of the win-lose trap?

Say:

Start with the right frame of mind.

It is better to view the situation as "two equals trying together to solve our problems" than to think, "You will do it my way because I say so."

Being in conflict does not necessarily mean being mad at each other. It can mean an opportunity to show your wisdom, to create a better situation, to help both of you be winners. Having a negative, distrustful attitude is detrimental to this process; believing you must "win" the argument or otherwise you lose face is a bad attitude; feeling superior or being "hard-nosed" and feeling inferior or being a "soft-touch" are both problems.

Start by seeing your opponent as a decent, reasonable person who wants to arrive at a fair solution (until proven otherwise). Deal with him/her with respect. Just as you would separate the person from his/her behavior, separate the person from the conflict the two of you are having.

Our attitudes color our thoughts. Usually we are quite unaware of how they shape the way we see the world. Two dramatically contrasting attitudes in life are "perfection" versus "discovery".

Ask

Think of social conflicts where they see win lose attitude functioning and resulting into a conflict or deepening of conflict.

Possible Response:

"Caste system in India"

"Capitalism"

"International conflicts like Israel Palestine"

Ask

- Is win-win possible in real life?

Give example of post-apartheid of South Africa where Nelson Mandela decided to take people along and make the rainbow nation to encapsulate the unity of multi-culturalism and the coming-together of people of many different nations, in a country once identified with the strict division of white and black.

Also, give examples of Sri Lanka and Belgium power dynamism where both countries were facing similar situations. However, the approach to solve the conflict was different. In Sri Lanka, majoritarianism was used and what followed was formation of LTTE, civil wars etc. whereas in Belgium they used collaboration. The Belgian leaders took a different path. They recognized the existence of regional differences and cultural diversities. Between 1920 and 1993, they amended their constitution four times to work out an arrangement that would enable everyone to live together within the same country. The arrangement they worked out is different from any other country and is very innovative.

Say:

What do we learn from these two?

Both are democracies. Yet, they dealt with the question of power sharing differently. In Belgium, the leaders have realized that the unity of the country is possible only by respecting the feelings and interests of different communities and regions. Such a realization resulted in mutually acceptable arrangements for sharing power. Sri Lanka shows us a contrasting example. It shows us that in a conflict situation when a majority community wants to force its dominance over others and refuses to share power, it can undermine the unity of the country. And hence it is important to trust each other, relook at the needs of all and collaborate to bring out solutions which addresses all the needs of all the parties together. This would ensure Peace justice and sustainable development in long run.



REAL WORLD CONNECTION (30 MINUTES):

Say:

The purpose of this activity is to enable you to apply win-win solutions to the conflicts you have been working on.

Ask:

Them to think of the approaches that they have used in their personal conflicts. Did they use win-win till now? If not what would they do differently now.

Facilitator's Tips and Tricks:

<i>Difficulties / tricky situations that have been or could be encountered</i>	<i>Tips to counter the same</i>
<i>The group may not have completely understood the matrix and the system of pay-offs. At the end of the game say they did not know why they chose (blue/pink slip) in which case you may not have any relevant information to process.</i>	<i>Make sure that they have understood the matrix well before you begin playing the game. Check again and again. Get one of them to come up and explain it to the rest of the group.</i>

<i>All the groups may continue to pick pink (for various reasons)</i>	<i>You should quickly pick up the pattern and reiterate the fact that people must maximize their rewards and get as much as they can for their group. Create some enthusiasm and spirit of competition by inspiring them to collect as much as they can!</i>
<i>The participants may get caught up in the 'context' of the game and refuse to come out of it and analyze their behaviors objectively. For example, "we decided to pick pink because we are in jail and we prefer to stay here, not tell a lie..."</i>	<i>When the game is over and the results shared – you must ensure that you tell the group to step out of the context shared earlier – apply those behaviors in everyday life- in everyday life- look similar conflicts</i>
<i>Most groups find it easy to connect the game to trust but very difficult to connect it to 'win-win.' "it sounds great but doesn't work in life."</i>	<i>Make sure that you yourself understand and believe that win-win is possible.</i> <i>That win-win is not a situation –it's a mindset that we bring to life, that matters particularly in situations where interests clash. For example, can two students come first in class? Does one become less intelligent if someone else gets equal marks? Why don't we share notes?</i> <i>Life examples: Auto Rickshaws in Bangalore CNG and Petrol Chaos- they started fighting amongst themselves- because customers were confused who to go to. So, certain days of the week, autos with even number plates would ply and other days, odd number plates. Thus, there were enough customers for everyone.</i>

SESSION 14

TIME:120 MINUTES

Trust Fall and Letting Go!

OBJECTIVES:

By the end of the session, the participants will be able:

- Identify the Boon and Bane of Symbolic Ability
- Identify and Recognize their own fears which stops them
- Create an Action Plan for themselves to deal with their own fears

KEY TAKEAWAYS:

- It is important to first recognize our own fears and accept them before we start working on them.
- Our Fears leads us to create more stories in our heads which eventually become barriers in our own learning journey.
- Letting go of our Fears doesn't happen immediately and that's we need to keep working on our Plan so that we can easily let go of them.

SUMMARY SESSION PLAN:

Stage	Key ideas	Methodology	Resource Material	Time
Mind Jog	Symbolic Ability is the niche of human beings which comes with its Boon and Bane for us	Discussion	Flipchart Markers	15 mins
Personal Connect	Identifying our own Fears is the first step on knowing your own selves a little better	Activity + Discussion	Pillows Table Chair Flipchart Markers	45 mins
Information Exchange & Application	We all function on fears which stops us from growing or learning. Create Boon and Bane Ratio for self.	Discussion	Flipchart Markers	40 mins
Real World Connect	Creating Action Plans which will be worked by the participants during their internships	Reflection	Pen Paper	20 mins

HOW TO RUN THE SESSION:

➡ MIND JOG (15 minutes):

Ask:

Who all remembers Symbolic Ability from the Foundation Workshop? *Take a few responses.*

Say:

Symbolic Ability is the unique evolutionary niche of human beings, which works in favor and against, which depends on how one allows it to work. Most of the time humans do not react to the reality but react to ideas in their heads which stops them from believing the other side of the story.

Say:

Now, let's all stand up and close our eyes and join hands. Keeping your eyes closed, try to work together to make a square.

*Everyone had a common symbol of a **square** in their minds.*

Ask:

- In what ways, symbolic ability helps us? (BOON)

*We all used our own **symbolic ability** to make a square.*

Possible Responses:

evaluation, learning from the past, imagination, planning, and empathy, analysis, dreams

Note: *IF participants don't come up with these things, help guide them to it by giving them examples.*

Say:

Symbolic Ability gives us the ability to look into the past and the future but this becomes a tragedy for us sometimes because it does not allow us to live fully in the present.

Do:

Take the participants outdoor for a minute. Take them to a tree. Sit there, not speaking, look at the tree for the next **1 minute**.

Note: *Replace it by looking at a fan if indoors and cannot go out.*

Time the participants, tell them exactly when **1 minute** is up.

Ask:

- What were you looking at?
- How long did we look at the tree?
- How many people actually looked at the tree for the full minute?

Say:

Most of us didn't look at it for more than 10 seconds before we thought of something else or looked away. Our minds move faster than we want it to sometimes, thanks to our Symbolic Ability.

Ask:

- What are the negatives/BANES of symbolic ability?

Possible Responses:

Fear, Tension, Assumptions, Judgments, Hate, Jealousy, Guilt.

Note: *If they don't, then lead them to these responses.*

 PERSONAL CONNECT (45 minutes):

Do:

Look for an open area for doing the activity, place the table and in front of the table place some pillows. Ensure you see that pillows are enough to hold all the participant together standing in two parallel lines. In the end put the chair on the table; the chair should be facing the pillows.

Say:

So, now let's go outside and do this activity. But try to stay focused because this activity will require your patience and trust.

Take the participants to the activity spot;

Ask:

Ask everyone to stand on the pillows in two parallel lines facing each other. Ask them to hold hands with person standing opposite to them.

Do:

Stand on the table to give further instructions of the activity.

Say:

We are now going to do what we call the **'Trust Fall'**. One by one, you guys will come here and stand on the chair. Once you're standing on the chair, you must cross your arms and fall back by trusting your friends to catch you. You need to stand by having your back facing the others.

Make sure you fall straight on your back without bending your knees or there are chances of getting hurt and hurting others as well. Also, please remove your watches, glasses, rings, bracelets or any hand accessory because it can hurt people when they fall.

Do:

Take a feel check by asking participants if they are excited about the activity.

Facilitator's Tip: *When the participants are coming on the table for their turn, try and calm them down. Talk to them about how are they feeling and how comfortable they are. Either way, talk to them and make them feel safe and calm them down.*

After the activity, get everyone back inside and ask them to form a circle.

Ask:

- How is everyone feeling right now?
- What were the things that were going on in your mind when you were standing on the chair?
- How did you feel after falling?

Give time to the participants to share;

Ask:

- Was it easy for you to fall? Why was it easy or not easy for you?

Possible Responses:

"It wasn't easy at all. I have huge fear of heights and this was extremely difficult for me!"

"It was easy and a lot of fun, I feel like doing it again!"

"It wasn't easy because I trusted my friends to catch me but I was afraid if I would hurt anyone"

Say:

What was stopping us from falling? Even when we knew that people will catch us and even if we fall we fall on the pillows which won't hurt us bad. But we were still unable to trust the people because of our own 'fears'.

One of the biggest BANE's of Symbolic Ability is that it gives birth to our Fears. Where most of the time humans do not react to the reality but react to the ideas in their heads which stops them from believing the other side of the story which become our fears.

Let's go deeper into our own 'Fears'.

Ask:

Ask the participants to think of their deepest fear. Something deep down.

Note: *Share your own example and write it down on the card, so that the participants feel comfortable about sharing.*

Say:

I request that you share your fears, as we will learn how to process it/free ourselves of it in due time.

Give time to the participants to think and share with everyone.

After everyone has shared;

Close by saying,

Knowing all your fears reminds me of a **paradox**: “we know a fear is not real, yet it paralyses us.”

➡ INFORMATION EXCHANGE & APPLICATION (40 minutes):

Ask:

- What can we do with these fears?

Say:

We can use **JUDO** on it. The concept behind JUDO is using the energy of our opponent to take our advantage. Thus, we will use the energy of our bane to take it down. So here, let the individuals try to figure out their own boon for the identified bane (fear).

Note: Give an example of your own ratio.

Now, let's create our own.

Do:

Give them good enough time to work on their Boon and Bane Ratio individually. Walk around and help one on one to make sure everyone has identified their B/B ratio.

$$\frac{\text{BOON}}{\text{BANE}} = \frac{\text{Your Boon}}{\text{Your Fear}}$$

➡ REAL WORLD CONNECT (20 minutes):

Say:

Now that we have identified our own one boon/bane ratio. Now let's try to make Action Plan for ourselves so that we can work on this Boon and Bane Ratio.

ThichNhat Hahn, a Vietnamese Buddhist monk, teacher, author, poet and peace activist, has given the world **5 Simple Steps to Dealing with Fear**.

Note: Introduce the steps, BUT do it by using your own example. Facilitator must have worked on a deep example beforehand.

Step 1: Recognize your deep fear.

Step 2: Befriend it – become okay with the fact that it is there

Step 3: How do I find an antidote? What symbolic ability can I use to deal with it? (BOON)

Step 4: Deep analysis

Step 5: Let go completely. Share your ratio with others even.

Ask:

Ask the participants to identify their meta process they need to work on and create a self-action plan for themselves.

Give the participants time to prepare their own Action Plans.

Close by saying;

Thank you for engaging with this activity with so much love and trust. I hope you all will work on the plan which you have created yourself to come over your own fear. Use the time at the Internship, to work on this plan.

Note: *All the participants should share their plans with their mentors before they leave for their internships so that they can work on it.*

Closing Note:

Throughout the workshop ensure that all the participants have had one conversation with their mentors where the participants are also sharing about their Boon/Bane Ratio as well as sharing the Self-Action Plan that they created.

Also, make sure participants have spoken with their Organizations and have informed them about their arrivals for the internship. Ensure they have the Emergency Plans with them and know about it thoroughly.

MODULE 4.3: REFL-ACTION CAMP

PURPOSE:

The Refl-action camp is a space for the participants to come together after completing their on field internship. The purpose of this workshop is to enable the participants to reflect and process their experiences. It also embodies the principle of Refl-action, where the participants look back on their journey and cull out action points to work on for their own selves. It is also an opportunity to look at how on ground issues and work is connected to issues of Peace, Sustainable Development and Global Citizenship.

OBJECTIVES:

By the end of the workshop the participants will be able to:

- Articulate their learnings and insights from the internships and identify ways in which they can continue to use them in their lives
- Identify their individual learning gaps and analyze how they can engage with YESPeace India SMILE program to plug these learning gaps

KEY TAKEAWAYS:

- Create an effective action plan to work on insights and learnings from the experience of the internship
- Come together as a group to take action on issues of Peace, Sustainable Development and Global Citizenship

INDEX OF SESSIONS

<u>S. No</u>	<u>Topics</u>	<u>Time</u>
1	Breaking the Ice	30 minutes
2	Feel Check	2 Hours
3	The Process of Change	1 Hour 45 Minutes
4	Reflecting on the Journey	1 Hour 40 minutes
5	How well informed is my worldview?	2 Hours
6	PSG and Me	2 Hours
7	Change Story	1 Hour
8	Global Citizen: Cross-border Engagement	2 Hours
9	Head-Heart-Feet	1 Hour 50 minutes
10	Closure	3 Hours

SESSION 1 | TIME: 30 MINUTES

Breaking the ice

OBJECTIVES:

- Breaking the ice and getting to know each other

SUMMARY SESSION PLAN:

Stage	Key Ideas	Methodology	Resource Material	Time
Icebreaker	Getting comfortable	Energizers		30 min

HOW TO RUN THE SESSION:

Ask:

Ask the participants to stand in a circle. Tell them to think of an innovative way of handshake using any body part(s), actions, gestures etc.

Say:

Go around the room and greet other people using your innovative handshake and introduce yourself to them.

Do:

After 5 minutes, ask participants to think of a different innovative handshake style and continue with the activity.

Do:

After 10 minutes or so, bring the participants back into a circle, and ask any one of the participants to lead an energizer of their choice. Repeat a few times with different participants.

SESSION 2 | TIME: 120 MINUTES

Feel Check

OBJECTIVES:

At the end of the session, the participants will be able to:

- Assign self-rating to their internships based on various parameters
- Articulate the various aspects of their internship experience
- Identify similarities and differences in others' experience vis-à-vis their own internship experience

SUMMARY SESSION PLAN:

Stage	Key Ideas	Methodology	Resource Material	Time
Mind Jog	Internship is a journey filled with a wide variety of experiences	Self-Rating	Paper Pen	10 mins
Personal Connect	My internship in 2 words	Reflection	Chart Paper Markers	10 mins
Information Exchange	Engaging with stories of people's journeys	Activity & Sharing	Sheets Markers	20 mins
Information Application	Expressing our experiences	Expressing through art	Charts, Paper, Colours, Paint etc	60 mins
Real World Connect	Each of us can add value to everyone's journey	Gallery Walk	Pins/Strings/Tape etc	20 mins

HOW TO RUN THE SESSION:

MIND JOG (10 minutes):

Do:

Provide an A4 sheet of paper and a pen to each participant.

Say:

Congratulations to all of you on successfully completing your internships. We hope that the internship experience was meaningful and memorable for most of you! Take a few minutes to think back over your internship, and on this sheet of paper, provide a rating for each of the following aspects of your internship.

Provide the rating on a scale of 1 to 5, with 1 being the lowest and 5 being the highest. Write down your rating for these aspects:

1. Overall Internship
2. Fun
3. Confusion
4. Earning/Knowledge
5. Connections with new & diverse people
6. Change in Self

Do:

Write the 6 aspects on the board. Give participants time to think and rate the aspects. After 5 minutes, bring the group together.

Ask:

Walk through each aspect one by one, and ask the group to call out the rating they have given to that particular aspect.

Note: Responses from a few participants for each aspect are sufficient. The idea is to let the group get a sense of the variability in ratings.

PERSONAL CONNECT (10minutes):

Ask:

Think of 2 words to describe your internship. Only 2 words, no more no less.

Do:

On a large chart paper, write the words 'My Journey' in the centre. Put the chart up somewhere in the room so that it is visible to everybody.

Ask:

Ask the participants to approach the chart paper one by one and write the 2 words which describe their internship anywhere on the chart paper.

Note: In case a word is already written, they need not repeat it, but can just put a tick mark next to it.

Do:

Once all the participants are done, read aloud a few of the words written on the chart.

INFORMATION EXCHANGE (20 Minutes):

Do:

Write the following 5 words on 5 separate A4 sheets of paper. In an open area, place each sheet like a placard in 5 different places. If conducting the activity inside a room, paste the sheets on the walls of the room in 5 different spots. Each sheet will serve as a stop for the bus.

1. Fun
2. Stress/Challenge
3. Embarrassment
4. Excitement
5. Sadness

Ask:

Connecting to the words shared by participants on the 'My Journey' chart, ask participants to raise their hand if they wish they could go back.

Say:

Well, we can't go all the way back right away, but there is a bus which can help us take a trip through some of the best moments of our journeys. And the ticket is free! How many of you would like to take this trip?

Ask:

Ask the participants to come together and form the shape of a bus.

Do:

Pretend to be the bus driver and join the bus-shaped group in the driver's spot. 'Drive' this bus around for a few moments, engaging the participants, until the bus arrives at any one of the 'stops' placed around the area.

Ask the participants to 'get off' the bus at this stop and come into a circle. Read out the name of the stop, written on the sheet of paper. Ask the participants to share some stories of their internship described by the stop. For example, if the stop says 'Fun', ask participants to share stories of some of the fun moments during the internship.

After a few stories, bring the participants back into the bus and drive to the next stop. Repeat until all stops are covered, keeping the allotted time in mind (20 minutes).

INFORMATION APPLICATION (1 hour):**Say:**

Key Message: Internship is a journey filled with a wide variety of experiences.

Each of you have had some fun moments, some tough moments, some opportunities to learn & grow, and lots of stories to take back. The bus had its own time table and helped us to see just a few glimpses of the wonderful journeys each of you have been on. So now, let's take the time to draw a more detailed picture!

Do:

Divide the participants into groups of three. Write the following 10 questions on the board or chart paper.

1. What made you go work every morning?
2. What were the issues you were working on?
3. What are the skills that you gained?
4. What made you laugh?
5. What made you cry?
6. What made you happy?
7. People that you met / interacted with
8. Different systems you interacted with - society, family, caste, tribe
9. More systems: government, healthcare, political, schemes, education, water

10. What were the learnings from the OC that you were able to see played out during your internship?

Ask:

Ask participants to share their journey within their small groups, based on these 10 questions.

Once each of the three people in the sub-group have shared their experiences, they have to then create a common journey and represent it in the form of a story using any form of art as a medium.

Note: The 10 questions are only indicative and are meant to only help participants think through their own experiences in detail. They also indicate what kind of aspects to focus on while sharing stories.

Note: Allow 30-40 minutes for sharing and the remaining part of the 1 hour for creating common journey.

Say:

Key Message: The whole idea of the feedback camp is to see and learn from all the diverse people who have been to the journey. It's about how each of us here can add value to everyone's journey! So let's spend some time to engage with these beautiful stories that have emerged.

Do:

With the help of the participants, arrange the common journey artworks in the form of a gallery around the room.

REAL WORLD CONNECT (20 minutes):

Say:

You have to go through each and everyone's gallery and find those journeys that you want to know more about, something that excited you that you want to learn, or you want to thank or appreciate.

SESSION 3 | TIME: 105 MINUTES

The Process of Change

OBJECTIVES:

At the end of the session, the participants will be able to:

- Describe the characteristics of the process of change
- Articulate key changes brought about in themselves and their community as a result of their work during internships
- Analyze the inter-connectedness of stakeholders for bringing about sustainable change in dynamic systems.

SUMMARY SESSION PLAN:

Stage	Key Ideas	Methodology	Resource Material	Time
Mind Jog	The nature of change as a process	Activity		5 mins
Personal Connect	Change is a two way process - you shape the community and the community shapes you.	Reflection	Paper, Pens	10 mins
Information Exchange	Inter-connectedness in a global world – Global Citizenship	Discussion		30 mins
Information Application	Change is a dynamic process	Reflection	Charts, Post-its, Sketch pens	40 mins
Real World Connect	Watching dynamic change unfold	Short Film	Projector, Speakers	20 mins

HOW TO RUN THE SESSION:

MIND JOG (15 minutes):

Do:

Divide the participants into smaller groups of 5-7 each

Say:

Give the following instructions:

- As a group, you have to become a machine. Each of you must become some part of the machine itself.
- It has to be a new invention, possibly a machine which helps provide a solution to one of the PSG goals or social issues you saw during the internship.
- The machine should have an input and it should have an output.
- It should have a vision and a purpose.

For example, a machine like a car – It has an input, it has an output. It takes people from point A to point B, and all the various parts of the machine need to work together for it to function properly.

Do:

Give the participants 2 minutes to think of their machine, and then 1 minute to become the machine. After each group has demonstrated their machine, 1 person from the group explains about their machine.

Note: To make it more engaging and fun, you can ask other participants to guess what the machine is while a group is demonstrating.

After the groups have demonstrated & shared, bring them back into a circle and establish the following key messages.

Say:

1. When we talk about positive change, we look for something new to be created. It can be an outwardly change in the form of new 'machines' or systems, or it can be a change in the social narrative, or it can even be a new perspective within me. *That is, change is the creation of something new, both, outside as well as within.*
2. Just like in a machine there are various small components connected to the larger system, similarly, we are all also connected to the larger system. Each of these components contributes in some way to the final output by performing its role.

Similarly, even though you may not be able to see it yet, *each one of you has also done your bit in contributing to the larger positive change (either within or outside).*

3. Each of the PSG issues which we want to bring about a change on, has evolved over hundreds, maybe thousands, of years. So it would be unfair to expect to see a visible change in just 1 or 2 months. But that does not mean that our work during the internship has had no impact! *Change to be undertaken is a journey, not a one-time event. Every action that we take in this journey has an impact towards creating positive change.* We are confident that this is just the beginning, and not the end!

PERSONAL CONNECT (15 minutes):

Say:

Now that we have broadly understood change and defined it for ourselves, can we connect it back to the internship? Take a few moments to reflect on your internships, and write down the following:

1. One change that I have observed in myself
2. One thing that I have done that may have shaped the community

Do:

Give participants 10 minutes to reflect and write.

Say:

It is always difficult to articulate the impact that you've made and the impact that you've had. The idea of this Feedback Camp is to reflect on the journey and try to map the action for us as individuals and as a group.

Key Message: Change is a two way process - you shape the community and the community shapes you. Both influence each other.

INFORMATION EXCHANGE (10 minutes):

Ask:

During your internships, did any observations/issues/experiences make you feel that we are connected as a global world?

Take a few responses from the group.

Note: If needed, quote the following example – For example, while living in rural areas, you might have realized that lack of livelihood opportunities in rural areas causes forced migration to urban areas, where migrants live in pathetic conditions in slums, causing urban congestion and stress on urban resources, leading to crime, fear & insecurity, and problems for all urban residents. These connections might not be apparent to you, but is only when you zoom out and take the big picture into account will you realize how everything is interconnected to each other.

Ask:

Ask the participants what they recall as the meaning of global citizenship (as discussed in previous workshops).

Say:

Global citizenship talks about how we as individuals are connected. When I'm in a community the issues of the community shape my ideas and the work I do changes the community in some way. We are inter-connected. Each conversation, each session and each survey has shaped you as well as the community and hence forth every solution will be keeping in mind this inter connectedness.

Global citizenship is how we are connected as a world. The solutions we develop, or the actions we take, should be mindful of this reality.

INFORMATION APPLICATION (30 minutes):

Do:

Hand out post-its to participants. Prepare a big chart which says 'Global Citizenship' in the center and put up on display.

Ask:

Ask the participants to write on the post-its examples, during their internship, of:

1. An impact you made on the community around you enabling them to become global citizens? (work done, change story in community, action behavior etc)
2. An impact you feel the community or this experience had on you in becoming a global citizen? (shift in perspective, thinking, behavioural shift, learning etc)

Do:

Once they have written, ask the participants to place their post-its on the chart and briefly share what they have written if they want to.

Ask:

When we talk about change in self and change in society, the question is what change comes first, or who influences who first? Is the self first, or the society first?

Do:

Get a few responses from the group and engage the discussion.

Say:

Key Message: Change is a dynamic process and, in fact, both the changes might not even be seen immediately, but later on life.

Ask:

Do you remember the Bomb and Shield activity we had done during the Orientation Camp? What do you remember as the key message you took away from that activity? (Let a few participants respond)

Say:

Every system has many stakeholders, and each stakeholder has their own needs. It is important to analyze how these stakeholders are inter-connected. Also, every system is dynamic in nature and to bring a systemic change to have sustainable development, it is important to see short term and long term impact of any change any sort of intervention which we will have.

REAL WORLD CONNECT(10 minutes):

Say:

To close this session, let's watch a short film which captures the interconnectedness and dynamicity of systems beautifully. This is a real-life story, about how wolves made a river come alive in the Yellowstone National Park of the USA! Sounds odd? Let's watch..

<https://www.youtube.com/watch?v=ySa5OBhXz-Q>

SESSION 4 | TIME: 100 MINUTES

Reflecting on the Journey

OBJECTIVES:

At the end of the session, the participants will be able to:

- Identify the roles which they play in life and the ones they played during internship
- Define the roles which they choose to play, as the navigators of their own lives.

SUMMARY SESSION PLAN:

Stage	Key Ideas	Methodology	Resource Material	Time
Mind Jog / Personal Connect / Information Exchange	Using symbols to express my experiences	Photo-Language	Photo-Language kits	60 mins
Information Application	Roles that I play in my life	Reflection	Pen, Paper	15 mins
Real World Connect	Roles that I choose to play or not play	Reflection		25 mins

HOW TO RUN THE SESSION:

MIND JOG/PERSONAL CONNECT/INFORMATION EXCHANGE (60 Minutes):

Do:

Split the participants into smaller groups of equal size, if needed, such that no group has more than 10 members. Each sub-group is to be assigned one facilitator.

Ask each sub-group to form a circle in separate parts of the room. Place one set of photo language pictures in each group. Spread out the pictures in the center of the group, such that all pictures are visible at once.

Instruct the participants:

- Each of you has to pick up exactly 2 pictures from among those spread out in front of you.
 - Select one picture which you feel symbolizes your journey
 - Select one picture which you feel represents the role you played during your journey.

After the participants have selected their photos and picked them up, ask the participants to share why they feel the particular picture symbolizes their journey and their role. Give each participant a maximum of 4 minutes to share.

As each participant shares their reason for picking up the pictures, capture the themes and the roles shared by them on chart papers.

Bring all the sub-groups back into the larger group. Ask one member from each sub-group to share the themes and roles as captured on the charts with the larger group. The sub-group facilitator can assist in the sharing with the larger group.

INFORMATION APPLICATION (15 minutes):

Say:

All the roles that you have taken up during your internship were roles that you chose. All the experiences came to you because you thought about it and reflected with a focus on learning. You made internship what it was for you. All the fun, boring, exciting, worked-up, jobless part of internship happened because you chose to make it so. Because you are your own navigator!

Now, you have to make a list/profile of the roles you played in life before going for the internship, and the roles you played during your internship.

Do:

Give participants 15 minutes to list down the 2 sets of roles.

REAL WORLD CONNECT (25 minutes):

Say:

Now, look at both sets of roles. Is/are there any role(s) that you as an individual would like to play in your daily life? Also, is/are there any role(s) that you would not like to play?

Do:

Ask the participants to think and identify the above. Then ask the participants to briefly share what role they would like/not like to play in their lives and why.

SESSION 5 | TIME: 120 MINUTES

How well informed is My Worldview?

OBJECTIVES:

At the end of the session, the participants will be able to:

- Map changes in their listening & responding effectiveness
- Identify their own value prioritization in conflict situations, as well as that of the other person
- Identify stereotypes which they were able to challenge during internship and explain how these were challenged.

SUMMARY SESSION PLAN:

Stage	Key Ideas	Methodology	Resource Material	Time
Mind Jog	Getting into the other person's shoes	Activity		15 mins
Personal Connect / Information Exchange	Listening & Responding - ESCA	Inventory	ESCA Response Style Inventory copies, pens	25 mins
Information Application	Understanding of the other person's value prioritization helps resolve conflicts	Reflection & Sharing		60 mins
Real World Connect	How are stereotypes challenged?	Reflection & Sharing		20 mins

HOW TO RUN THE SESSION:

MIND JOG (15 minutes): Shoe Swapping

Do:

Make the participants stand in a circle.

Say:

Take off your shoes and place them in front of where you are standing, inside the circle.

Do:

Throw the ball to one of the participants. Participants throw the ball to each other. If someone drops the ball, then the whole group moves exactly one place to the right. After a few movements to the right, stop the game and give following instruction.

Say:

You now have to wear the pair of shoes which are directly in front of you. You have to wear those shoes and become the person whose shoes you are wearing! You have to act like that person, talk like that person, behave like that person.

Do:

Let participants wear the shoes and act like the person whose shoes they are wearing. Participants can break away from the circle and move around the room.

If needed, bring the participants back into the circle and repeat the game one more time.

Ask:

How was the experience?

Did you find getting into the other person's shoes easy or difficult?

Were you comfortable while wearing that person's shoes?

Say:

Many a times it is difficult to get into someone else's shoes and empathize with them. Almost always, it is uncomfortable to do that.

Ask:

What are some of the things we can do which can help us empathize with another person more easily? Get into his shoes?

Say:

It is only when we listen intently and respond suitably are we able to understand another person. Our ability to listen and respond, greatly influences our ability to empathize. Therefore, it is important for each of us to fully understand how well do we listen and respond.

Ask:

Do you remember our discussions on effective communication? Can you recall what ESCA is?

Do:

Reestablish ESCA.

ESCA is a response style sequence. ESCA stands for Empathy, Searching, Confrontation and Advising.

Although all styles of responding are important, it is essential to start with empathy so that you can understand other person's point of view. When you understand the person, you can get more information about the persons' feeling and facts and use them to confront the person if need be. Finally, you can give advice if necessary. If you start with advice or confrontation, as we quite often do, the other person may feel threatened or feel that you are not interested in listening to him/her. Therefore, empathy is the first step to build a positive relationship.

PERSONAL CONNECT/INFORMATION EXCHANGE (25 minutes):

Say:

Let us repeat the ESCA inventory and learn more about our listening & responding style

Do:

Distribute the Response Style Inventory (**Annexure 5.1**) to all the participants. Repeat the instructions for this inventory.

"These are hypothetical (imaginary) statements made to you by your peers. *You have to allot total three points per statement by either dividing these points between the responses or giving all the points to one response*". This exercise contains a series of ten statements that is hypothetically made by your peers. Besides each are 4 responses. Select the response that you would be likely to make if you were responding to that person face-to-face. Remember, this is the first response statement you're making. Subsequently, you may go on to have a longer

dialog, but this inventory focuses just on your first response. An example is given in the inventory so that you understand what needs to be done.

Lay out the rules:

- There are going to be total ten statements
- So, maximum points you will allot are thirty
- There are no right or wrong responses
- Do not think much, it is your natural response that is important
- Please mark your point allotment in the score sheet given at the end of this inventory
- You have about 15 minutes to complete the inventory. If you don't have any questions you can begin now
- After you have finished please transcribe your scores in the key. Don't go any further

Explain the example to them from the inventory, if needed.

Do:

After the participants finish the inventory ask the participants to share their scores and write them down on a chart paper.

Ask:

Is there any change in your scores from when you had taken the inventory earlier?

If there is a shift, then why do you think that shift is occurring?

INFORMATION APPLICATION (60 minutes):

Activity Flow: *Introduce conflicts -> Identify conflict -> Share in triad -> Become the other -> Share in triad -> Introduce Values -> Identify values -> Link ESCA, Value Prioritization & Conflicts*

Ask:

What happens when we are just not able to understand another person? When there is no way we are able to fit/get into the other person's shoes?

Say:

Conflicts happen! Conflicts happen to almost all of us. Sometimes they are momentary, sometimes long term. Sometimes conflicts get resolved, sometimes they don't. Some conflicts can even have a large impact on our lives.

Think of one conflict situation which you faced during your internship, and write it down.

Do:

Give the participants 15 minutes to write down their conflicts. After 15 minutes, break the participants into groups of three (triads).

Say:

Each person in the triad will get exactly 5 minutes to briefly share your conflict with the other 2 members of your triad. The other 2 members of the triad will help the speaker by listening & asking questions using ESCA to help them think deeper.

Do:

Give a reminder when 2 minutes are over. Give another reminder when 4 minutes are over and ask them to start wrapping up their stories. When 5 minutes are over, ask the speaker to stop and ask another member of the triad to start. Repeat reminders.

Say:

Now, you will once again get 5 minutes to share your conflict with your triad members, but this time, you have to share the conflict from the perspective of the other person – with whom you have or had this conflict. Pretend you are in the other person's shoes now, and are sharing the conflict story with his/her friends.

The other 2 members of the triad, who have now heard the conflict in the first round, will help the speaker by listening & asking questions to help them become the other person.

Note: It is often difficult to become the other person and share, so facilitator may need to do a demo of becoming the other person in a conflict situation.

Do:

Once again repeat the process of sharing for 15 minutes.

Ask:

How many of you remember the values session? What is the relationship between values & behavior?

Say:

Key Message: The root of our attitudes & behavior lies in our values. We all have similar values. However, at a given time we choose to prioritize one value over the other. And therefore, we take different stances. Difference in value prioritization is one of the main reasons behind the arising conflicts.

Values are not right or wrong, they are simply values. Therefore no one can decide which values an individual should prioritize; it depends upon what the individual believes. Similarly, one's stance is also never right or wrong, it just shows what the person values most.

Say:

Go back to the conflict situation you shared, and identify the value which you think you were prioritizing at the time. Also identify the value which you think the other person was prioritizing.

Do:

Give 5 minutes for participants to identify values.

Say:

Key Message: Behaviour, and thus conflict, comes from values people prioritize in different situations. To understand what values people are coming from, it is important to listen & respond effectively, make the other person feel like he is being heard, make them feel comfortable to share and therefore understand better what values they are prioritizing.

And it is also important to understand my own value system better to know which values I may be prioritizing.

REAL WORLD CONNECT (20 minutes):

Say:

Conflicts abound in the society all around us today. Very often, these conflicts polarize us into discrete groups of "us" vs "them". These groups begin to stereotype the other, based on their very limited understanding of the other. So obviously, these stereotypes are not hard facts about a certain set of individuals or groups, but more of a biased opinion (often negative)!

Many of you would have gone into your communities with plenty of stereotypes in mind. Many of you might have encountered new stereotypes which your communities held onto, or even formed some new ones during your internship!

Ask:

What were some of the stereotypes about places/people/perspectives that got challenged during the internship?

Why were they challenged? Or what was it that challenged that stereotype/perspective?

Do:

Write the following guiding questions on a chart to help participants think of answers for the above 2 questions:

- Describe one critical moment, idea, or experience that shifted your understanding or challenged your assumptions about exclusion, identities, development, or any of the other significant themes of the workshop so far
- Did you meet any individual or community who is significantly “Other” for you? What are the needs or challenges facing them that particularly got to you? What is one way in which you have allowed yourself to be changed as a result of knowing these folks?
- Complete the sentence: “I don’t think I will ever forget ...”

Say:

Go back into your triads. Any one person can share about the stereotype they encountered and how they dealt with it and challenged it. The other two members will create a profile using ESCA of how this stereotype got broken, what value prioritization existed, and how it changed. You have a total of 15 minutes. Time permitting, a second person can share and then the third.

Note: Facilitator can take a call on how much time to allot to this activity, and how many participants can share about their stereotypes. But facilitator should ensure that any stereotype shared, is analyzed fully by the triad, before they move on to a next one.

ANNEXURE5.1

What is Your Response Style?

(Participant Version)

This exercise contains a series of ten statements that is hypothetically made by your peers. Imagine you are part of a youth club in your community. This club consists of young people of different backgrounds coming together regularly for meetings towards understanding themselves and their communities better.

Besides each question are four responses. Select the response that you would be likely to make if you were responding to that person face-to-face. Remember, this is the first response statement you're making. Subsequently, you may go on to have a longer dialogue, but this inventory focuses just on your first response.

For each of the ten statements, you have three points to assign, giving them to one or more of the alternate responses. Here is a typical statement and its four responses:

Example statement

"As a senior member of the group, I was asked to supervise the new members. It's been three months and by now I'm quite sure that one of these fellows seems more interested in his own needs and personal interests than he is in working on our youth club goals and standards."

Responses

- E) "Why do you think he is putting his own needs ahead of the youth club?"
- F) "Maybe you haven't spent enough time communicating your club's goals and standards."
- G) "I think you should tell this team member how you feel and at the same time get him to express his views on the situation."
- H) "Supervising such a person can be quite difficult."

You may assign your three points to indicate your response style as follows:

- If you agree fully with one of the responses (say the second one that begins with “Maybe you ...”) and do not like any of the others, then give all the three points to this selection. In this case, your entry on the answer sheet will look like the one shown on the right.
- If you agree with two responses, one a little more than the other, then give two points to your first preference and one point to your second preference. In this case, your entry on the answer sheet will look like the one shown at the right.
- If you agree with three of the four responses equally well, you can assign one point to each of them. In this case, your entry on the answer sheet will look like the one shown at the right.

0
3
0
0
0
2
0
1
1
1
0
1

To summarize, you must assign three points between each set of four responses. You can follow any of the patterns discussed. Fill in a zero for any response that receives no points. *Select the response that you are most likely to make.*

Exercise:

11.	“I think my performance is good but I am not so sure about what my leader expects of me. I haven’t been told how I’m doing and I don’t know what has been planned for me. I don’t know where I am going. I wish I knew where I stood.”	A.
		B.
		C.
		D.
12.	“It happens every time my new senior appears in the youth group. He just takes over and orders me around in front of everyone. He keeps questioning me on every little thing as if I am not responsible enough. I have been with this youth group for two years and he still keeps telling me what to do and how to do it. I get confused and upset. What can I do?”	A.
		B.
		C.

	e. "I know. Being corrected in front of everyone can be quite upsetting." f. "Why are you getting so upset? If you make a mistake you should expect to be corrected." g. "How long has this been going on?" h. "You should discuss it with the same senior or report it to the leader."	D.
13.	"Even though I have been working for two years, I sometimes feel that I should start studying once again and get a higher professional degree. But then I will lose my seniority in the club. I really don't know whether it is worth it." e. "The experience you gain while working is more valuable and useful than getting a professional degree" f. "What kind of a degree do you have in mind? What would you like to study further?" g. "You could do both – work in the day and take up some part time course in the evening." h. "I can understand your confusion, it's a pretty tough decision to make."	A.
		B.
		C.
		D.
14.	"I had kept my eye on that position for a very long time; I've been working hard for it. I know I could do the job. And now I find that this new member is coming in to take up that place. I'm feeling very upset and let down. I could prove myself if I had the chance. Well, if that's what the leadership thinks of me, I know when I am not wanted." e. "Maybe your qualifications don't compare with those of the new member." f. "Did you speak to your senior members or leader about it?" g. "I would make sure the leadership knows your views and let them know your interest in advance." h. "You feel like giving up when the leadership ignores your hard work and hires from outside."	A.
		B.
		C.
		D.
15.	"I have been working in this youth club for the last one year. I have been doing the same thing day in and day out. I am beginning to feel very bored with my work. There is nothing exciting, different or challenging." e. "One year is not so much. One should spend at least two years with a youth club to get to know it well." f. "I agree, it does get monotonous sometimes." g. "It's not a very old youth club in the community right? Were you part of the transition team? How long has it been since this youth club was stabilized?" h. "You should try to make some small continuous improvements in your own area of work."	A.
		B.
		C.
		D.

16.	"I don't know what I am going to do. I'm making all kinds of mistakes and I know my senior leader is getting agitated with me. He's already reprimanded me twice this week. And he was very harsh about it." e. "Why do you think you make so many mistakes?" f. "Why don't you tell your supervisor how you feel?" g. "You must be pretty disturbed, especially if you don't know what is behind the mistakes." h. "Perhaps your leader has good reason to be agitated with you."	A.
		B.
		C.
		D.
17.	"My senior leader has advised me to strongly consider the opportunity to shift to another position in the youth club. But I am worried and am not so sure whether I want to do this. At the same time I don't want to offend him." e. "I wouldn't let anybody push me into making my decision." f. "It's quite a difficult decision to make especially if the other position is very different." g. "Why are you not keen on shifting to the new position?" h. "You should stay with your position and tell your leader firmly that you will not shift."	A.
		B.
		C.
		D.
18.	"I don't know what I am going to do? I have been working late for three months now. I thought I'd get a break this month but two members left so it's going to be late again. I don't think it's fair at all." e. "Sounds like you feel you're being taken advantage of." f. "If I were you, I'd discuss it with the senior club members. You should tell them how you feel." g. "If you didn't act like such a diffident person, you would have stood up to your leader by now." h. "What is the basis of long assignments?"	A.
		B.
		C.
		D.
19.	"The fact is, I'm in the wrong position. I've hesitated leaving for a long time because I have spent three years doing this type of work. But I think I would be much happier if I leave this club behind and enter this other completely different position—even though I will be starting at the bottom of the ladder." e. "You really should stay in the position you have since you don't know what you're getting into if you change positions." f. "To change fields after spending three years doing one kind of work is a big decision --- I am sure it's not easy for you to make." g. "Why are you so afraid of challenges?" h. "What is it that appeals to you in this other position?"	A.
		B.
		C.
		D.

20.	"It's happened again! I was describing my problem to my senior leader, and she starts staring out of the window. She doesn't seem to be really listening to me because she asks me to repeat. I feel she's just superficially giving me the time to state my problems – actually it's her way of merely side-stepping the issue and postponing the flash point." e. "You should stop talking when you feel she is not listening to you. That way she'll start paying attention to you." f. "You can't expect her to listen to every problem you have. You should learn to solve your own problems." g. "What kind of problems do you talk to her about?" h. "It feels strange when someone asks you for your problems, you pour them out and they don't listen."	A.
		B.
		C.
		D.

Response Style Exercise – Answer Sheet (Participant Version)

To enter the responses in the answer sheet, write down what score you have given yourself for each question

E.g. If your score 2,1,0,0 in the first question, then please enter:

11	A= 2	B= 1	C= 0	D= 0
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ANSWER SHEET:

	E	C	S	A
1.	A=	B=	C=	D=
2	A=	B=	C=	D=
3	D=	A=	B=	C=
4	D=	A=	B=	C=
5	B=	A=	C=	D=
6	C=	D=	A=	B=
7	B=	A=	C=	D=
8	A=	C=	D=	B=
9	B=	C=	D=	A=
10	D=	B=	C=	A=
Total				

SESSION 6 | TIME: 120 MINUTES

Peace, Sustainable Development, Global Citizenship and Me

OBJECTIVES:

At the end of the session, the participants will be able to:

- Map their work during internship vis-à-vis the 4 themes of Peace, Sustainable Development, Global Citizenship and Deep Self-awareness
- Define the 17 Sustainable Development Goals
- Explain how their work is linked to the 17 SDGs

SUMMARY SESSION PLAN:

Stage	Key Ideas	Methodology	Resource Material	Time
Mind Jog	Revisiting Peace, Sustainable Development, Global Citizenship and Deep Self-Awareness	Pop Quiz		15 mins
Personal Connect	How did I work on these themes during my internship	Discussion in small groups	Paper, Pen, Charts	45 mins
Information Exchange	Understanding the Sustainable Development Goals (SDGs)	Short film	Projector, Speakers	20 mins
Information Application /Real World Connect	My work is part of a global movement of positive change	Discussion in small groups	Paper, Pen	40 mins



HOW TO RUN THE SESSION:

MIND JOG (10 minutes):

Do:

Conduct a pop up quiz on the 4 themes of Peace, Sustainable Development, Global Citizenship and Deep Self-Awareness. Ask participants small questions to help jog their memories about these themes.

Say:

During your internships, all of you would have worked on most of these issues in some way or another. Sometimes these issues are overlapping, and a single action can address more than one of these issues. It is important to see and quantify the work that you as an individual have done.

PERSONAL CONNECT/INFORMATION EXCHANGE (45 minutes):

Do:

Divide the participants into groups of 4 members each.

Say:

As groups of four, you have to discuss the work you have done, and help each other to categorize your work under each of these 4 themes.

Do:

Prepare 4 big charts, with each having one of the 4 themes written at the center. After the sub-group discussions, ask the participants to approach the charts.

Say:

Having categorized your work, each of you can individually write down on the charts a few lines about the work you did with respect to that theme.

Do:

Let participants fill up the charts. After they have finished, put up the charts for display and ask participants to engage with other people's work across the 4 themes.

INFORMATION EXCHANGE (20 minutes):

Say:

Let's go and explore how the work which we have done in our internship connects with work which is happening at a global level through the Sustainable Development Goals which are aimed at bringing countries together and making collective efforts for a better planet.

On September 25th 2015, countries adopted a set of goals to end poverty, protect the planet, and ensure prosperity for all as part of a new sustainable development agenda. Each goal has specific targets to be achieved over the next 15 years.

Do:

Show them the SDG Video - <https://www.youtube.com/watch?v=Q-HHlczsAGM>

Note: For further information you may refer to

<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

INFORMATION APPLICATION/REAL WORLD CONNECT (40 minutes):

Say:

Now, in your groups of 4, try to map the work you did to the respective SDG from the list of 17 SDGs (Refer Annexure 6.1 for list of 17 SDGs).

Do:

Let participants discuss and map their work to the SDGs.

Say:

The work we as young people did might seem small and inconsequential. But if we look at what is happening around the world, we can see exactly how we are a part of a global movement towards Peace, Sustainability and Global Citizenship. The work we are doing is contributing to the global ripples, and it is creating impact at the global level!

Annexure 6.1

Sustainable Development Goals 2015

Goal 1	End poverty in all its forms everywhere
Goal 2	End hunger, achieve food security and improved nutrition and promote sustainable agriculture
Goal 3	Ensure healthy lives and promote well-being for all at all ages
Goal 4	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
Goal 5	Achieve gender equality and empower all women and girls
Goal 6	Ensure availability and sustainable management of water and sanitation for all
Goal 7	Ensure access to affordable, reliable, sustainable and modern energy for all
Goal 8	Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
Goal 9	Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
Goal 10	Reduce inequality within and among countries
Goal 11	Make cities and human settlements inclusive, safe, resilient and sustainable
Goal 12	Ensure sustainable consumption and production patterns
Goal 13	Take urgent action to combat climate change and its impacts*
Goal 14	Conserve and sustainably use the oceans, seas and marine resources for sustainable development
Goal 15	Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
Goal 16	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
Goal 17	Strengthen the means of implementation and revitalize the global partnership for sustainable development

SESSION 7 | TIME: 60 MINUTES

Change Story

OBJECTIVES:

At the end of the session, the participants will be able to:

- Express their journey so far through art as a medium

SUMMARY SESSION PLAN:

Stage	Key Ideas	Methodology	Resource Material	Time
Guided Meditation	Recalling my journey	Guided Meditation		15 mins
Writing the Story	Representing important aspects of my journey so far	Art	Paper, Charts, Colours, etc	45 mins

HOW TO RUN THE SESSION:

GUIDED MEDITATION (15 minutes):

Do:

Bring the participants into a quiet, open space. Ask them to sit in a circle and close their eyes. Slowly narrate the following guided meditation script, pausing at appropriate places to allow participants time to reflect.

Note: Please ensure an open space for this reflective session. Try and conduct the session in the early morning time for improved effectiveness. Allow the participants to use individual, personal spaces for writing the change stories if they so desire.

Say:

Close your eyes, and take a deep breath. Sit in as relaxed a position as you want. As you exhale, feel your tensions and stress leaving your body. Try to relax your body with every breath. Listen to the sounds around you. Now think back to the day when you first interacted with somebody from this program. Try to remember what were your thoughts and feelings at that time. Now, imagine that you are looking at yourself participating in the Orientation Camp. You see yourself making new friends, having new experiences. You saw some aspects of yourself which you might or might not have noticed before. What were some of these aspects? From the OC you went to the internship, and you can now see yourself during the days you spent in the community. Did you see the world in a different light during the internship? As you now move on, remember the times where you felt confused, scared and apprehensive about what lay in front of you. Who and what helped you to cross over those challenges and work on things that really matter to you? You can open your eyes whenever you feel like. As you ponder over these questions and reflections, take time to draw/write about your journey on a piece of chart. You can use any medium that you like (poem, art, comic etc.) to represent your journey

WRITING THE STORY (45 minutes):

Do:

Provide papers, charts, etc to the participants as needed. Allow them to use any personal space they would like in order to represent their journeys.

SESSION 8 | TIME: 120 MINUTES

Global Citizen: Cross-border Engagement

OBJECTIVES:

At the end of the session, the participants will be able to:

- Identify the characteristics which they value when assigning significance to various relationships
- Identify the qualities, attitudes and actions needed to relate across borders effectively
- Strengthen cross border relationship with at least 1 identified partner.

SUMMARY SESSION PLAN:

Stage	Key Ideas	Methodology	Resource Material	Time
Mind Jog	Relationships are core to our being	Activity		10 mins
Personal Connect	We attach different levels of significance to each of our relationships	Mapping	Charts, Paper, Pen	20 mins
Information Exchange	Do I relate across borders?	Reflection		30 mins
Information Application	Attitudes, Qualities and Actions needed to relate across borders	Small group work	Paper, Pen	50 mins
Real World Connect	Strengthening cross-border relationships	Outbound social action		10 mins

HOW TO RUN THE SESSION:

MIND JOG (10 minutes):

Do:

Make the participants stand in two rows, facing each other.

Say:

As a group, you have to count upto 20. Anyone can start, and anyone can call out the next number in the count. There are only 2 rules:

1. You can **not** communicate with each other through any possible means. (talking, eyes, actions etc)
2. If two people say the same number at once, at the same time, then you all have to start over.

Ask:

How was it? Why was it hard?

Would it be easier to count all by yourself? Would that be more fun, or was counting as a group more fun?

Say:

Key Message: We only learn/ grow and enjoy if there are people around us, people who matter to us. Relationships are core to our being. Like in this game, working with people requires us to sense each other and respond accordingly.

PERSONAL CONNECT (20 minutes):

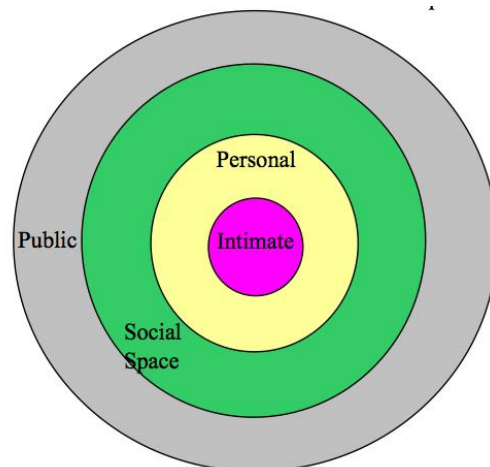
Do:

Draw the adjoining diagram on a chart or board

Say:

This is the circle diagram of relationships. On this diagram, you will plot all of your relationships.

1. The “Intimate” circle represents our closest relationships (parents/ best friends/ romantic partners etc.)
2. The “Personal” circle represents other close



relationships (most friends, some relatives)

3. The “Social” circle represents people we know casually but don’t have a personal relationship with (many colleagues, classmates, teachers etc.)
4. The final outermost circle represents the sphere of people we may not know at all (the colony sweeper, a role model you’ve never met, shopkeeper etc) Essentially, people whom we acknowledge, but may have never had a casual conversation with.

Ask:

Map your relationships in the concentric circles, making sure you put down at least 2-3 important relationships or people in each circle. Once you are done, show your map to the person sitting with you - in pairs.

Do:

Once the diagrams are prepared and shared, bring the group back into larger circle.

Ask:

Who is/are the person/people with whom you share the best relation? Mark on your diagrams (Facilitator also takes a few responses from the group)

Who is/are the person/people with whom you have a relation of conflicts? Mark on your diagrams (Facilitator also takes a few responses from the group)

Say:

Key Message: The significance we give to various relationships has many differing levels. Some relationships are more significant than others and there are certain qualities which we value in our relationships.

INFORMATION EXCHANGE (30 minutes):

Ask:

What is the commonality in the profile of people in each circle?

Do:

Help participants identify patterns of caste, class, gender. For example, the people listed in intimate and personal spaces may come from similar caste/ class/ religious backgrounds, while those in social or public spaces might be more diverse.

Ask:

What brings us closer to some people and keeps us distant from others?

What stops us from going outside of these patterns?

Do we make a choice to relate within a particular group, or lack the opportunity to do otherwise, or both?

Note: If the group is struggling to see social patterns of relationship boundaries, the facilitator could use the matrimonial section of the local Sunday newspaper. Ask participants to analyze the newspaper for questions of who society thinks should be allowed into our intimate circle. Help them see patterns of caste, class, and religion in the matrimonial ads. Facilitator could also bring up recent local examples of couples who have been assaulted or killed for marrying outside caste.

Ask:

Why do we, as a society, feel so threatened by people who step outside their relationship boundaries?

Do notions of purity or systems of power and privilege limit the scope of our relationships?

Do:

Participants identify whether they are able to relate across borders or are they within a fixed circle.

Say:

Key Message: We often don't relate beyond our boundaries, and this isn't just about personal choice but also about social structures that are in place. We need to actively create supportive and healthy relationships across power and privilege lines instead of just going with the flow.

INFORMATION APPLICATION (50 minutes):

Ask:

Reflect back on your journey of SMILE, especially the OC, and the kind of diverse people you met and formed bonds with. They might be people who you generally won't be able to interact with but OC as a space facilitated the discussion. You were able to create cross border friends in the OC.

Ask:

What was it about that experience which enabled you to move across borders which you normally wouldn't have? In general, what are some of the attitudes, perspectives and qualities which one must have in order to relate across borders? What kind of actions must one take?

Say:

You have to work in small groups of 4 to identify the perspective, the attitudes and the qualities you need to have and the actions you took and need to take to be able to relate across borders.

Do:

Divide the participants into groups of 4. Each group makes a chart using the head, heart and hands framework as a diagram.

Say:

Use the following framework to map out your discussions:

- Head – Attitude
- Heart – Qualities
- Hands – Actions

Do:

After 15-20 minutes of discussions, each sub-group presents and the facilitator leads a discussion among the participants regarding the aspects being shared.

Share a list of behaviours, skills and actions which help in creating supportive and mutually respectful relationships – *Empathy, Curiosity, Care-frontation, Active Listening, Inclusive Decision Making, Shared Leadership, etc*

Say:

We need to be mindful about relating across borders and learn new skills, attitudes and behaviors to be able to connect with people. Good relationships take effort and time.

REAL WORLD CONNECT (10 minutes):

Say:

Each of you has to find 1 partner with whom you had first connected during the OC, and want to connect more in order to deepen the bond.

Say:

In these pairs, you have to do the following tasks. These are tasks which you can do as part of a social action journey after this camp. You can discuss and plan for these tasks right now though.

- Meet their friends
- Go on a coffee date
- Go visit their home

SESSION 9 | TIME: 110 MINUTES

Head – Heart – Feet

OBJECTIVES:

At the end of the session, the participants will be able to:

- Explain the difference between knowledge and learning
- Identify their learnings from the program vis-à-vis Knowledge, Information, New Perspectives, Values, Relationships and skills

SUMMARY SESSION PLAN:

Stage	Key Ideas	Methodology	Resource Material	Time
Mind Jog	Knowledge vs Learning	Discussion		10 mins
Personal Connect	Identifying the Head, Heart and Feet	Reflection	Charts, Pens	30 mins
Information Exchange	Learning & bringing change around us can have global ripples in time!	Small group sharing		60 mins
Blow the Candle	The process of change begins with taking the first step/initiative.	Discussion		10 mins

HOW TO RUN THE SESSION:

MIND JOG (10 minutes):

Ask:

Everything that you have shared over the past few sessions, was that knowledge or learning?

What is the difference between knowledge and learning?

What is Knowledge? (Ans: Piece of information)

What is Learning? (Ans: Application of information)

Say:

It is only when we apply the knowledge in our lives that we actually learn stuff!

The Head is where the knowledge on any issue resides. The Heart is where the feelings pertaining to that issue reside. But the Feet are where the action or the learning regarding the issue takes place.

Only when you have the knowledge as well as the feelings aligned, then only will you take some action and learn from it.

PERSONAL CONNECT (30 minutes):

Say:

On a chart, each of you has to individually plot **What** you have learnt while being a part of this program, or from it, and **How** did you learn it. Use the following framework:

- Head – Knowledge, Information, New Perspectives
- Heart – Values, Relationships
- Feet – Skills

INFORMATION EXCHANGE:

Do:

After plotting, in groups of 4-5, each volunteer shares his/her chart. Other participants can add into each others' charts to help them see what they have learnt.

Say:

There are a lot of issues that are there in the world and different issues affect us differently. But all of us want a better world - a world free from these issues, these inequality and these barriers.

We can't expect instantaneous change, but we can bring a change at our level, try to challenge things that are in our hands, in our control and then hope that it generates a ripple effect!

Say:

You, as young people, have worked on issues for a month and big or small whatever work you've done has created an impact. Issues might be numerous but what matters is the people who are involved in creating the solutions for the same. *What is important is what we as individuals can learn – how to work with issues, understand issues systematically, understand the social narratives, change the 'me' in order to impact the 'we'.*

We have only just dipped our feet into these things. Now the journey ahead will be about taking it deeper and first creating impact in my immediate circles. We might feel that there is so much going on and feel bogged down and then not work at all, but then working on our circle of influence will give us the strength to look forward to positive change, and using that positivity to create the larger impact.

We need to have the discontent; we need to keep asking questions of the existing system in order to bring the change!

BLOW THE CANDLE:

Do:

Light a candle at a distance of about 10 feet from where the students are sitting. *Ensure that fans or any other source of moving air/ wind are off.*

Say:

You have to blow out this candle as a team.

Do not give any other instruction even if asked.

Possible Audience Responses:

Participants might keep sitting for a long time or will try to find innovative solutions to blow the candle from a distance until one of the participant or all of them physically move and blow out the candle.

Say:

Key Message: To bring any kind of change the process begins with taking the first step/initiative. YESPeace India SMILE programme, could be your first step to bringing about any kind of change in the society and your own self.

SESSION 10 | TIME: 180 MINUTES

Closure

OBJECTIVES:

At the end of the session, the participants will be able to:

- Provide feedback on the effectiveness of the workshop
- Analyze how each of the other participants influenced them during this journey, and appreciate their contributions towards enriching their own journeys.

HOW TO RUN THE SESSION:

FEEDBACK:

Do:

Ask the participants to provide feedback in the following format. Provide sheets of paper to the participants.

1. Have you been able to see the linkages of your work with PSG?
2. Which aspect of the workshop did you like the most and why?
3. Was there any session where some things could have been done differently?
4. Give a rating for the workshop on a scale from 1-5, with 1 being the lowest and 5 being the highest.

HEART TO HEART:

Do:

Ask the participants to sit in a circle. Give each participant a blank sheet of paper, and ask them to write their name in the top right corner of the sheet.

Ask the participants to pass the sheet, with their name on top, one place to the person on their right.

Say:

You have all spent a lot of time with each other during this camp, and even during the course of this journey. There may have been occasions when you helped each other out, supported one

another, had loads of fun together or felt deeply touched by another. This is your space to share your feelings with each other. You may wish to appreciate something about another person, or want to thank them for a particular gesture. You may wish to provide words of encouragement to help with their onward journeys, or any other thoughts & feelings which you may wish to communicate with each other. This is your space, where each one of you will provide some positive feedback to every other person in this room. Try to keep it short, yet meaningful. You can begin with writing for the person whose sheet you are holding in your hand. Once done, pass on the sheet one place to the person on your right.

Note: Facilitator can play some soft music in the background. Facilitator may also choose to cut the sheets in the shape of hearts, or adopt other means to make the activity more meaningful and memorable.

Module 4c: mentoring

Mentoring refers to a personal developmental relationship that offers synergetic opportunities to develop, grow and learn from experiences. It is also a process to empower the mentee to make informed decisions, reflect on experiences and act upon ideas generated. The relationship between the mentor and mentee is built on mutual trust, regular 'contact' (at least once a week) and conversation, belief in the process and a desire to grow.

Set up the mentoring relationship by getting the mentor and the participant to meet/ talk once and set up expectations and ground rules for the relationship.

This first set up should happen not later than a week before the Orientation camp.

Any experiential journey for a young person should offer enough support to experiment, make mistakes and learn from them. Mentoring is an important and integral part of the whole process to enable the participant to process experiences and move from just looking at experiences through the lens of achievement and failure to looking at them as essential learnings. Information is easy to come by, but to ensure its application to the real world by making meaning and creating knowledge is difficult. The mentoring process supports this and helps the participants learn from life by facilitating learning from the experiences.

During the In-turn-ship the role of the mentor would involve the following (this is not an exhaustive list):

1. Understand the learning needs of the mentee, limiting habits and patterns.
2. Nudge and push the mentee out of their comfort zone.
3. Encourage reflection to deduce learnings from experiences and offer support and empathy by proactively reaching out. .
4. Respond to any concerns that need to be taken up with the placement organization.
5. Respond to emergencies, and health and safety concerns.
6. Support in the implementation of on-ground action project on the theme of PSG.

Annexure 1

APPLICATION FORM FOR YESPEACE SMILE IN-TURN-SHIP

Shared credit: This form has been created and developed by Pravah

Individuals between 18-25 years of age are eligible to apply for the Internship. For any queries or more information contact: Email Id and Phone Number.

Remember don't be scared by the length of the form!

Most of it is just basic information about you so that we can get to know you better. We hope that the application will help you think and become better prepared for taking off on this new journey...Please feel free to ask questions.

Best of luck! 😊

Section 1. Personal Details

Mr./Ms.			
Salutation	First Name	Middle Name	Last Name
Date Of Birth:		Age:	
Gender	Male	Female	Other
Mother's Name:		Occupation:	
Father's Name:		Occupation:	
Residential Address (current):			
City:		Postal Code:	
Residential Address (permanent):			
City:		Postal Code:	
Mobile:		E-mail:	

In emergency who do you want us to contact :
Emergency contact number :
How did you find out about the programme (through friends, website, alumni, facebook etc.):

Section 2. Educational Information

Name of Institution	Name of degree/ certificate/ Diploma course (Please specify the Subject/Discipline starting from the most recent)	Year of Passing

Section 3. Extra-Curricular Activities (A little bit more about you.. 😊)

Any societies, clubs, groups that I have been a part of and my role in those:
--

- 1.
- 2.

As I set on this In-turn-ship these are...

My Strengths (what you do well):

My Weaknesses (areas of improvement):

One thing that bothers me...

About myself:

About society:

What has been the turning point of my life and why do I call it one?

Write one crisis situation that you were in (in brief) and how did you deal with it?

Hobbies and Interests:

Skills (e.g. photography, documentation, fishing, swimming etc.):

Have you ever been for an exposure before? If yes, then where?

Section 4. A bit more about yourself

I would like to introduce myself as... (Who Am I?)

My qualities (this is unique about me...)

My aspirations (this is what I want to be...)

Section 5. Internship placement

What I look forward to in the programme...

My learning need:
The change I wish to see in myself:
How do I learn best (Please highlight one or more options citing an example): ☐ When I work on an issue: ☐ When I am engaged in self-exploration: ☐ When I am engaging with people: ☐ When I am continually involved in any doing/ action space: ☐ Any other way:
Which thematic are you interested to work on and why? • Peace • Global Citizenship • Sustainable Development

Section 6. Fees and Fellowship

<i>Add relevant fees and fellowship details</i>

Section 7. Basic Medical Information (disclosing all information will equip us better to deal with any untoward situation)

Do you suffer from any medical complications? Please specify and also mention the immediate measures to be taken.
Are you on any other regular medication? Please specify the name and the dosage.
Any other relevant information:

Please mention when do you wish to start your internship journey (Mention Dates):
Please mention how many weeks you can go for internship (3/4/5/6 weeks):

Orientation Camp Number	Tentative Dates	Tick on the one you can attend
1		
2		
3		

Section 8. Please Read Carefully Before Applying

The programme will be accompanied by basic facilities. While this experience will help you get out of your comfort zone and add to your learning, we expect you to be prepared mentally and physically to tide over any challenges you may face. We also expect you to cooperate fully with the team in case of any unexpected change in plans or arrangements, in keeping with the objectives of the in-turn-ship and your best interests.

We are concerned about your safety and security and will take the necessary precautions from our end. However, the overall responsibility of your safety rests with you. We cannot be held liable for any injuries, health problems, loss of property or other related issues that you may face during the internship or while traveling to or from your internship processes. You will be expected to follow all the rules and regulations of the programme that are agreed upon by the team or are communicated to you by the team and the placement organization.

I hereby declare that all the above information is true to the best of my knowledge. I have informed my parents/ local guardians about my plans. I will promptly notify the team if there are any changes to the information that I provide relating to my candidature. I am aware that on my return I will have to make a formal presentation and hand in a report about my internship at an agreed upon time and attend the Feedback camp.

Name of the participant:

Signature:

Date:

PLEASE NOTE THAT BY WRITING/ TYPING YOUR NAME ABOVE, ALONG WITH TODAY'S DATE, WE ARE ASSUMING THAT YOU HAVE GONE THROUGH SECTION 8 CAREFULLY AND AGREE TO ABIDE BY ALL THE ABOVE CONDITIONS OF THE PROGRAMME.

Module 5: Social Action Experiment

PURPOSE:

The workshop is a significant milestone in transition of participant's journey from focus on 'learning through citizenship action' to 'Leading citizenship action by applying learning from the journey'. In this part of the YPIS journey, participants will identify their action projects to be undertaken as individuals or in small groups. The action project will be envisioned and planned on basis of their experiences, understanding, abilities/skills and passions by using some frameworks. The workshop also gives an opportunity for participants to apply the concepts and perspectives gained in the journey to be able to examine their ideas to develop strategies and interventions that will promote agendas of Peace, Sustainable Development and Global Citizenship.

OBJECTIVES:

By the end of the workshop, the participants will be able to:

- Analyze causes behind their chosen social issue and apply four lenses of social development to understand different approaches of addressing it
- Conceptualize their Social Action Project: Articulate the Purpose, Frame Specific Objectives and create an implementation plan for the next two months.
- Learn the art of communicating to inspire others to join their cause/intervention and advocate effectively
- Identify personal learning goals in context of social action project requirements and develop a plan of action to achieve it

KEY TAKEAWAYS:

- Clearly articulated objectives and plan of execution of Social Action Experiment for the next two months
- A personal learning plan with learning goals, activities to be undertaken and support required for the same
- Key principles of communicating to inspire social action
- Clarity on the four developmental lenses and their implication on approaches towards social change

- INDEX OF SESSIONS

<u>S. No</u>	<u>Topics</u>	<u>Time</u>
1	Context Setting	1 Hour
2	Examining My Social Issue	1 Hour
3	My Hedgehog Idea	2 Hours
4	Envisioning	4 Hours
5	Communication for Advocacy	3 Hours
6	Empathy & Care-Frontation	1 Hour 30 Minutes
7	Personal Learning Plan	2 Hours

SESSION 1 | TIME: 60 MINUTES

Context Setting

OBJECTIVES:

- To foreground the need to build clarity on the different aspects of a developmental intervention and the need to align one's work with this big picture.
- To set context of this workshop as a space which will enable participants to develop an understanding of the causes of social issue and articulate purpose of the social action project.

SUMMARY SESSION PLAN:

Stage	Key Ideas	Methodology	Resource Material	Time
Introduction	Introduce theme of the workshop			5 min
Invisible Maze	It is critical to keep sight of the vision on an ongoing basis	Activity	Tape/Chalk	55 min

HOW TO RUN THE SESSION:

INTRODUCTION:

Say:

Welcome all of you to the workshop “Social Action Project”. In this part of your journey you will be embarking upon creating your own projects. These projects will then be run by you in your

respective communities individually or with a group over a period of 2 months. We encourage you to think of the thematic out of Peace, Sustainable Development and Global Citizenship which you have intensively worked on and create a project on that.

Do:

Introduce yourself and other facilitators and briefly introduce the programme and take any emergent questions/issues that the participants have. Chosen an issue of PSG and worked on it, project has to be on same thematic.

ACTIVITY: INVISIBLE MAZE

Do:

This activity is for 8-12 participants at a time. In case of higher number of participants, divide the group into smaller sub-groups and conduct the activity with each sub-group separately, but simultaneously, in different locations.

Create an 8x6 square in the room with coloured tape or chalk, as shown below. The objective of the game is for the entire group to get across the maze from one end to the other. Define a path which the participants can follow (as shown below), but don't show it to the participants. The squares selected by the facilitator in this path will be the only safe squares to step on, while the rest of the squares will be covered by 'mines'. There is no set path, and the facilitator is free to design her/his own path.

		(End)			
		X			
	X				
		X	X		
			X	X	
	(A)			X	

			X		
			X		
		X (Start)			

Say:

The instructions of the game are as follows:

1. Each member of your group has to cross this maze from one end to the other.
2. There are 48 squares in this maze. But only some of them are 'safe' to step on, while the others are covered by mines.
3. At any point in time, you can only step into one of the squares adjacent to the one you are standing in. For example, if you are standing on this square (point to the square marked A in above diagram), then you can only step into any one of the surrounding 9 squares (indicate the 9 squares surrounding square marked A). No row can be skipped.
4. In case you step onto a square which has a mine, I will clap my hands together loudly. If I clap, that means you are 'blown up' and your turn ends. You go back in the line and can try again once your turn comes again.
5. If I remain silent, then that means you are safe, and can go onto the next square.
6. Lastly, you are not allowed to talk to each other during the game! Have fun!

Do:

Make the participants lineup behind the start line. They can choose the order in which they want to attempt the maze. Whenever a person gets out, make them stand at the back of the line. Ensure that participants don't leave any markers inside any of the squares.

Note: As the game goes on, the participants will eventually start talking to each other. You can let this happen.

Note: In case there are multiple teams attempting this game, you can mention that the team with all members crossing the end line in the least amount of time will win, just to make it a little more fun.

DISCUSSION:

Do:

Bring all the participants back together and seated in a circle.

Ask:

What helped and what did not help to cross it?

Possible responses include:

Increased confidence when 1 person crossed over made us feel that the task is possible; Feeling support of the team helped; preferred to blank out the voices and concentrate on doing the task alone; others mistakes told us which are the safe spots etc

Say:

One learns by trying multiple times and each time there is usually an incremental learning. Thus, learning is important in order to achieve our goals. For many people there is one particular point at which they get stuck and it is usually only with some help from the rest of the team or by trying again and again that they finally make it. It signifies the fact that effort, mentoring and practice all are needed to accomplish a challenge.

Once inside the maze, I may sometimes be completely focused on remembering the path and crossing the maze and forget everything else, while at other times, I may also be ensuring that I support others in also crossing over by helping them remember the right squares, or I may be obtaining the support of others in taking the next step. Similarly in our work too, it is important to maintain a tightrope/balance between achievement and learning.

Observation, experimentation, seeking support or acting independently, absorbing knowledge or undertaking trials to build understanding are some of the learning styles which were displayed by you all during the game. It is important to note that all of us have different learning styles. So when working in a team, we must ensure that learning is happening in conjunction with the learning styles of the team members.

Ask:

How was it viewing the maze from the outside and how was it to be inside it?

Possible responses include:

It seemed easier from outside, but once we were inside, it was much tougher to remember the path.

Say:

It is very easy to lose sight of the big picture in the nitty-gritty of the small details. Similarly, in our work too, it is easy to lose sight of the vision with which we may have started, in the nitty-gritty of getting the smaller, everyday stuff done. From the outside it may seem easier to follow the right path towards the vision however, when we are inside we may lose sight of things/big picture and struggle. As individuals, therefore, developing the ability to balance between being on the boundary, entering and exiting will be crucial to our learning.

Say:

This activity indicates a few of the things we will be focusing on during the course of this workshop. As we saw, it is important to have a clear vision, and to keep sight of that vision on an ongoing basis. It is also important to improve and learn in order to achieve our goals. This workshop is intended to prepare you for the next big leap in your individual journeys, of initiating your own social action projects, and to help you build clarity on why, what and how of your initiatives.

This program will Endeavour to provide you with maximum support over the 2 month duration of your projects through mentoring & other assistance. You may choose to continue your work beyond that time frame as well. All the very best!

SESSION 2 | TIME: 60 MINUTES

Examining My Social Issue

OBJECTIVES:

At the end of the session, participants will be able to:

- Articulate their pain point and aspiration for social change
- Identify the underlying causes behind their chosen issue
- Apply the developmental lenses model to develop possible approaches for addressing their chosen issue

SUMMARY SESSION PLAN:

Stage	Key Ideas	Methodology	Resource Material	Time
Pain Point	What about society deeply disturbs me?	Reflection	Post-Its	15 min
Underlying Causes	Understanding underlying causes of chosen social issue	Reflection	Paper, Pen	30 min
Applying Developmental Lenses	Applying Developmental Lenses to draw strategies for social change	Discussion & Reflection	Paper, Pen	15 min

HOW TO RUN THE SESSION:

PAIN POINT:

Say:

Having come this far in your journeys, you all would have encountered many different issues plaguing society either during your internships, or some of the workshops, conversations and more. Think for a moment and try to identify “What about society deeply disturbs me/is a pain point?”

Do:

Write the question on the board. Provide post-its for participants to note their responses on. Put up a blank chart on display, for participants to one-by-one paste the post-its. In case some of the participants are unable to think through, assist them by asking them to think of “What social change do I aspire for/wish to see?”

Facilitator Note: An example which we will be working with during the course of this manual is being introduced here. The pain point in the example is – “Alarming number of children are dropping out of school due to socio-economic constraints”

Say:

One after another, you can read out your pain point and paste the slip on this chart. Similar pain points can be placed together in clusters.

Do:

Thank the participants for sharing and summarize the pain points by capturing some of the clustered themes from the chart.

UNDERLYING CAUSES:

Say:

These pain points which you shared are obviously issues which are close to your heart and generate many emotions & feelings. Your Hearts have spoken, and your Feet are of course raring to go. As we saw towards the end of the Refl-Action Camp, the Feet go the furthest when the Head and the Heart are aligned! So let's see what the Head has got to say. Let's delve deeper into these issues we have identified.

Say:

Let's spend some time in exploring the underlying causes behind the issues we have each identified. For every issue, there will be some internal causes – stories and beliefs, fears, constraints, etc; as well as some external causes – environment, infrastructure etc. Make a list of all the internal and external causes which you believe contribute to the issue you have identified, along with briefly describing how this cause impacts the issue.

For the internal causes, try to identify various stories, which people believe in, that may be holding them back. You can also utilize the PPP (Power, Purity, Privilege) framework in case you are working on issues of discrimination or exclusion.

For Example,

Internal	External
Gender based stories – No point in girls studying beyond class 8; Girls will get spoilt; Girls should learn household work to become marriageable; etc	No schools beyond class 8 nearby; No transport to reach school; etc
No point in wasting time on studying as it doesn't help; I need to work to support my family	No money to pursue studies
I failed last time and now it is embarrassing to be behind all my peers	Forced into marriage or work

Do:

Make the participants work in groups of three so that they can add value to each others' analysis. Give them 20 minutes for this activity. Facilitator can also suggest the participants to analyze the implications of this issue, its interconnections with other issues, SDGs it relates to etc.

APPLYING DEVELOPMENTAL LENSES:

Ask:

Do all of you recall the developmental lenses we had spoken about earlier? How many lenses are there? What are these lenses?

Say:

The 4 developmental lenses we have covered are – Systemic, Infrastructural, Legal and Psycho-Social.

From each of the development lenses, what could be some of the possible approaches for addressing your identified issue?

For example, in the example we had taken up earlier, in order to enroll dropout students into open school & help them prepare for exams, the following could be some solutions:

- Systemic – Government announces monetary incentive for pursuing high school studies
- Infrastructural – Free bus service to and fro school; more schools
- Legal – Strict punishment for forcibly making child drop out of school
- Psycho-Social – Identify reasons why students dropped out, and help them overcome their stories & fears; Make them see the importance of education

Do:

Give participants 10 minutes to identify possible solutions. They may develop multiple approaches for each of the lenses.

Say:

Now that we have analyzed the issue deeply, and discussed many different ways of tackling the issue, in the next session we will take a closer look at what role(s) you can play and be most effective at.

SESSION 3 | TIME: 120 MINUTES

My Hedgehog Idea

OBJECTIVES:

At the end of the session, participants will be able to:

- Self-evaluate themselves vis-à-vis the four elements of the Hedgehog principle
- Focus on one simple overarching vision for their work

SUMMARY SESSION PLAN:

Stage	Key Ideas	Methodology	Resource Material	Time
The Hedgehog Principle	An understanding of what you can be the best at	Discussion		15 min
Identifying my Project Idea	What is my hedgehog idea?	Reflection and Analysis	Charts, markers, board, chalk	105 min

HOW TO RUN THE SESSION:

THE HEDGEHOG PRINCIPLE:

Say:

The hedgehog and the fox is an old parable since time immemorial. Fox likes to hunt hedgehogs, and the hedgehog of course tries to defend itself from the attacks. The fox knows many things. The fox is a very cunning creature, able to devise a myriad of complex strategies to sneak attack upon the hedgehog. The hedgehog, on the other hand, knows only one big thing – rolling up into a perfect little ball thus becoming a sphere of sharp spikes, pointing outward in all directions. The hedgehog always wins despite the different tactics the fox uses.

In his 1953 essay, philosopher Isaiah Berkin argues that because a fox has a wide variety of interests and strategies, their thinking is scattered and unfocused, and they are limited in what they can achieve in the long run. The hedgehogs, on the other hand, are able to simplify the world and focus on one overarching vision. It's this principle that guides everything they do, and helps them succeed against all odds. Jim Collins developed this idea further in his 2001 book 'Good to Great', where he suggests that organizations are more likely to succeed if they focus on one thing, and do it well.

Say:

Hedgehogs simplify a complex world into a single organizing idea, a basic principle or concept that unifies and guides everything. This reduces a complex world, with all of its challenges and dilemmas to simple ideas. Anything that does not relate to the hedgehog idea holds no relevance. This approach keeps the organization focused on what it can best do to achieve greatness, a sustainable competitive advantage.

A Hedgehog Concept is not a goal to be the best, a strategy to be the best, an intention to be the best, or a plan to be the best. It is an understanding of what you can be the best at. Focusing solely on what you can potentially do better than any other organization is the only path to greatness.

IDENTIFYING MY PROJECT IDEA:

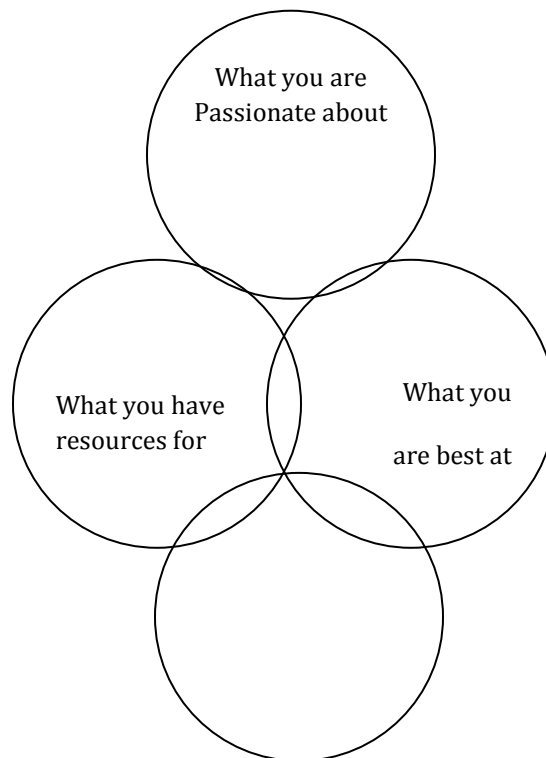
Say:

So what is the framework for analysis which can reveal the hedgehog idea? There are four intersecting elements of the Hedgehog analysis:

1. What are you passionate about? - Passion refers to what you get excited about doing. What do you love doing?
2. Vision for social change - What pains you in society? What is your deep aspiration for change?
3. What you can be best in the world at - Skills, Knowledge, Strengths and Experience
4. What do you have resources for - Contacts, Network, Catchment Area, Team/People and other resources

Do:

Draw the following diagram on the board or chart. (Fill this diagram while explaining Ramesh's example below)



Say:

It is at the intersection of these four elements that the hedgehog idea is revealed.

Do:

Give some chart paper to the participants.

Say:

Take some time to reflect on each of these four elements and list down some points for each element. Draw this diagram on your charts and fill it in. Then look at the overlap between all of these four elements and try to develop your project idea. Mention it on your chart in 2-3 lines.

Here is an example of how one volunteer went about the analysis:

1. What do I love doing? – Outbound activities with people for learning, Research, Engaging/ working with children
2. Pain Point/Aspiration for change – Alarming number of children are dropping out of school due to socio-economic constraints, which limits their prospects in life.
3. What I can do very well? - Forming relationships in villages, Ability to inspire people, Maths
4. What do I have resources for – Group of friends interested in volunteering

He also analyzed that few things he cannot do – Cannot teach all subjects or start free schools;
Cannot lead protests, movements against the system

Here is the idea that he came up with as an intersection of the above points:

- Help dropout students (after class 8th) who are willing to pursue higher education by –
 - Facilitating their enrollment in open schooling
 - Initiating voluntary services in college to conduct preparatory classes for them

Do:

Give the participants time to reflect and develop their project ideas. Towards the end, put up all the charts as a gallery for participants to engage with. Individuals with common ideas can also create groups.

Note: Facilitator should try and help the participants to think through the analysis. The ideas emerging should not be vague, for example, 'I want to work on education in rural areas'. They should be specific, and realistic, ideas which can be optimally executed within 2 months.

Note: In order to help participants think through, you can pose them opposing questions like – What do I dislike doing, What I cannot do or am not good at, etc

SESSION 4 | TIME: 240 MINUTES

Envisioning

OBJECTIVES:

- Articulate the long term and immediate PSMART objectives of social action projects
- Examine the potential enabling factors, challenges and strategies for fulfilling the project objectives

SUMMARY SESSION PLAN:

Stage	Key Ideas	Methodology	Resource Material	Time
Guided Meditation	Imagining ultimate success	Guided Meditation		15 min
Mind Jog	Important to set realistic goals, in alignment with our abilities	Activity: Coin Throw	Coins, Coloured Tape/ Chalk	45 min
Information Exchange	Setting PSMART Objectives	Discussion		20 min
Envisioning	Developing my project strategy	Filling Template	Envisioning Template	160 min

HOW TO RUN THE SESSION:

GUIDED MEDITATION:

Say:

Sit in a comfortable position, leave your pens/papers aside. Take a deep breath. Relax your body. Think about what you are trying to do through your action project. Imagine that it has been a while since you started the project. The project has become very successful. The dream that you had seen for change has translated into reality. Everything went off the way you wanted it to go. You are standing now looking at the change you have been able to create with the support of some people- they may be your team or some other people who helped you and your team. Can you see who these people are? You can see faces of people you were working for and their happy faces. Things are so different from the time when you had started the project. What has changed? Spend some time to observe the differences you see today. You can see the difference, right in front of your eyes, all around you. How does it make you feel?

Whenever you are ready, open your eyes..

Note: Narrate the above script slowly, pausing at appropriate places to let the participants imagine and reflect.

Ask:

How are you feeling? How did it feel to imagine success?

Say:

It is very important for us to have a clear vision of the change we want to see in the world through our work.

Write down specifically what all had changed (in your area of operation or people you are planning to work with) as a result of your project?

Do:

Read out the Ultimate Goals mentioned in the example template to help participants in developing their own ultimate goals. Tell participants to write what changes (goals) they are trying to bring through their work in 2-4 points.

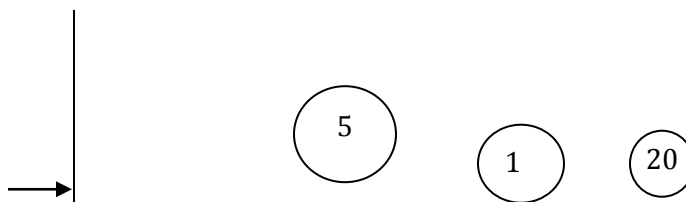
MIND JOG:

Say:

Lets play a game!

Do:

In the centre of the room, draw a start line and 3 circles as shown below. Participants have to stand behind the line and throw a coin with the aim of placing it in any one of the circles. Whichever circle they land the coin in, those many points will be earned by the thrower. If the coin does not land in any circle, the thrower gets 0 points.



Divide the participants into teams of 5-6 members each. Tell them the rules of the game mentioned above. Each team will get number of throws equal to the number of members (for 5 persons/team 5 throws, and 6 throws for 6 persons/team and so on). Teams are free to decide who the throwers will be (not everyone may throw the coin in some teams).

Say:

1. Each team will get 5/6 throws of the coin. The throwers can aim for any circle they want.
2. Within your team, you have to decide a target team score that you are aiming for.
Whichever team ends up closest to their target will win the game. In case 2 or more teams are tied in this regard, then the team with the highest score amongst these tied teams will win.
3. You have only 30 seconds to decide. Your time starts now!

Do:

Push the teams to decide quickly on their target total score for the team. They should have an answer within 30 seconds. Write the target of each team on the board in front of the team names.

Let all the teams complete their throws, and record the total points scored by each team.

Ask:

Are you happy with your performance? Do you think you can do better if we play again?

Do:

Conduct a second round of the game, but this time, give the teams upto 5 minutes to decide their target team score. After the round is completed, declare a winner for the round. Bring the participants back into a circle.

Ask:

How was the game? Were you able to meet your targets?

Was there a difference between the first and the second rounds? Why?

Possible responses:

First round helped us learn how to perform better; we got more time to develop a strategy; We set more realistic target in the second round

Say:

It is important to set realistic goals in order to achieve them. Our goals should be aligned with our abilities. Further, it is important to understand the diverse abilities of the people within a team. If we decide the roles that each person can perform in sync with their abilities, then we stand a better chance of achieving our goals as a team.

INFORMATION EXCHANGE:

Say:

Therefore, goal-setting and strategy development are important prerequisites for the fulfillment of our dreams and vision.

Ask:

Is it important to have clear goals or objectives for our work? Why?

- Give a direction to the learning efforts
- Provide a plan for the course
- Provide a means to check if the requirements of the course have been met

Say:

Let us understand some characteristics of good objectives. I will state two objectives; you have to tell me which one is better and why.

Example 1:

1. Make a pyramid in five minutes.
2. Work with the given set of toys.

Answer is 1 because it reflects **P**erformance and not just the process or activity.

Example 2:

1. Apply framework of Power Purity Privilege to analyze the Issue of Ethnicity.
2. Analyze the Issue of Ethnicity.

Answer is 1 because the objective is **S**pecific.

Example 3:

1. After this program the trainers should get better scores in their feedback from participants
2. After this program the trainer's average score should be 4.2 or more on a given 1-5 scale on feedback from participants.

Answer is 2 because it is **M**easurable.

Example 4:

1. After the two day workshop, participants commit to devoting their lives for the cause of environment protection
2. After the two day workshop, participants identify some lifestyle changes that can help them in checking their carbon footprint

Answer is 2 because the objective is **A**chievable.

Answer 5:

1. Medical trainers can learn to apply learning theories of major educational psychologists to conduct a class for them
2. Medical trainers can learn to perform procedures of knee replacement surgery

Answer 2 because it is **R**elevant (*to defined need and audience profile*)

Example 6:

1. Trainer designs and delivers one session on yoga within the first quarter
2. Trainer designs and delivers one session on yoga next year

Answer is 1 because the objective is **T**imebound .

Do:

Write on Board **P-SMART** and explain good objectives have all these characteristics, they are PSAMART, i.e. Performance Oriented, Specific, Measurable, Achievable, Relevant, Timebound.

Say:

Ask students to look at their purpose and articulate PSAMART objectives for their Social Action Projects.

INFORMATION APPLICATION:

Do:

Hand over a copy of the Envisioning Template to each participant and ask them to fill up:

1. The Project Idea
2. The Ultimate Goal and
3. Objectives for next two months (PSMART)

Give examples from the template below to help participants articulate their objectives. After 20-25 minutes of reflection and writing, each participant can share the same with the person sitting next to them, the partner will give them feedback on whether their objective is P-SMART or not.

Ask:

Did this exercise help in developing clarity in your mind? Ask some people to share their objectives in big group.

Say:

Next we will look at how we can know if we are moving towards the goals we have set. How can we measure our success?

Ask:

How can we know if we are being able to meet the goal : 'Drop out students get opportunity and support to pursue education and enhance their future prospects'. What should be tangible proof of fulfillment of this objective?

Say:

The performance/ impact Indicators can be – 1. School drop out students able to attend regular classes conducted by college students volunteering cell for qualifying open schooling exams, 2. Students qualify the open schooling exams and continue their education.

Facilitator Tip: If participants need more examples, ask one participant to share their objective and discuss its performance/ impact indicators in larger group to build clarity. Give examples from the template below.

Do:

Next ask participants to think about:

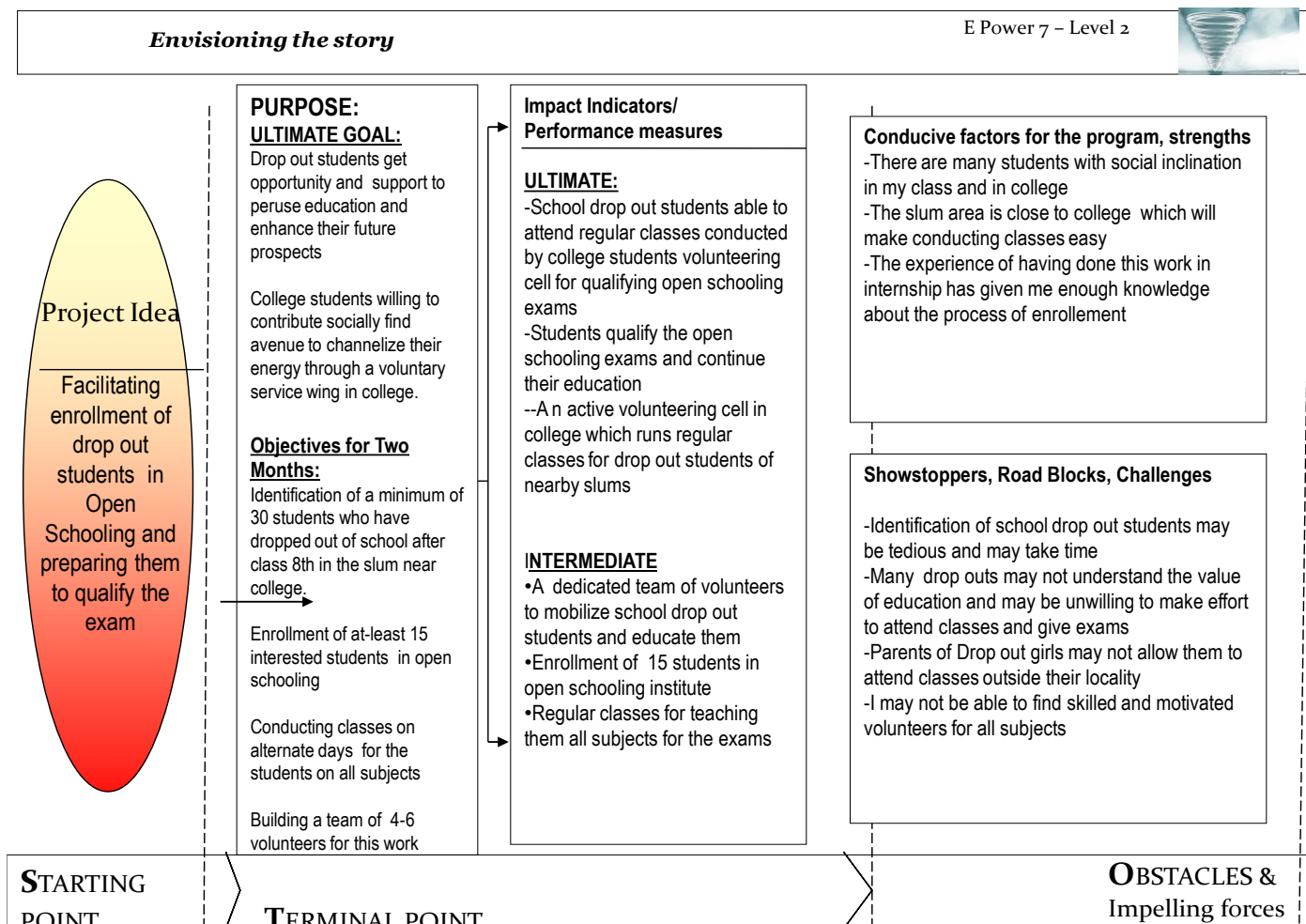
1. Enabling Factors: This could mean your strengths and positive aspects of external environment and
2. Showstoppers, Road Blocks, Challenges: These imply possible challenges that I may face while addressing the issue.

Ask:

Ask participants what 'enabling factors' in enrolling drop students may be..? Clarify both Enabling factors and challenges through examples given in the template below.

Say:

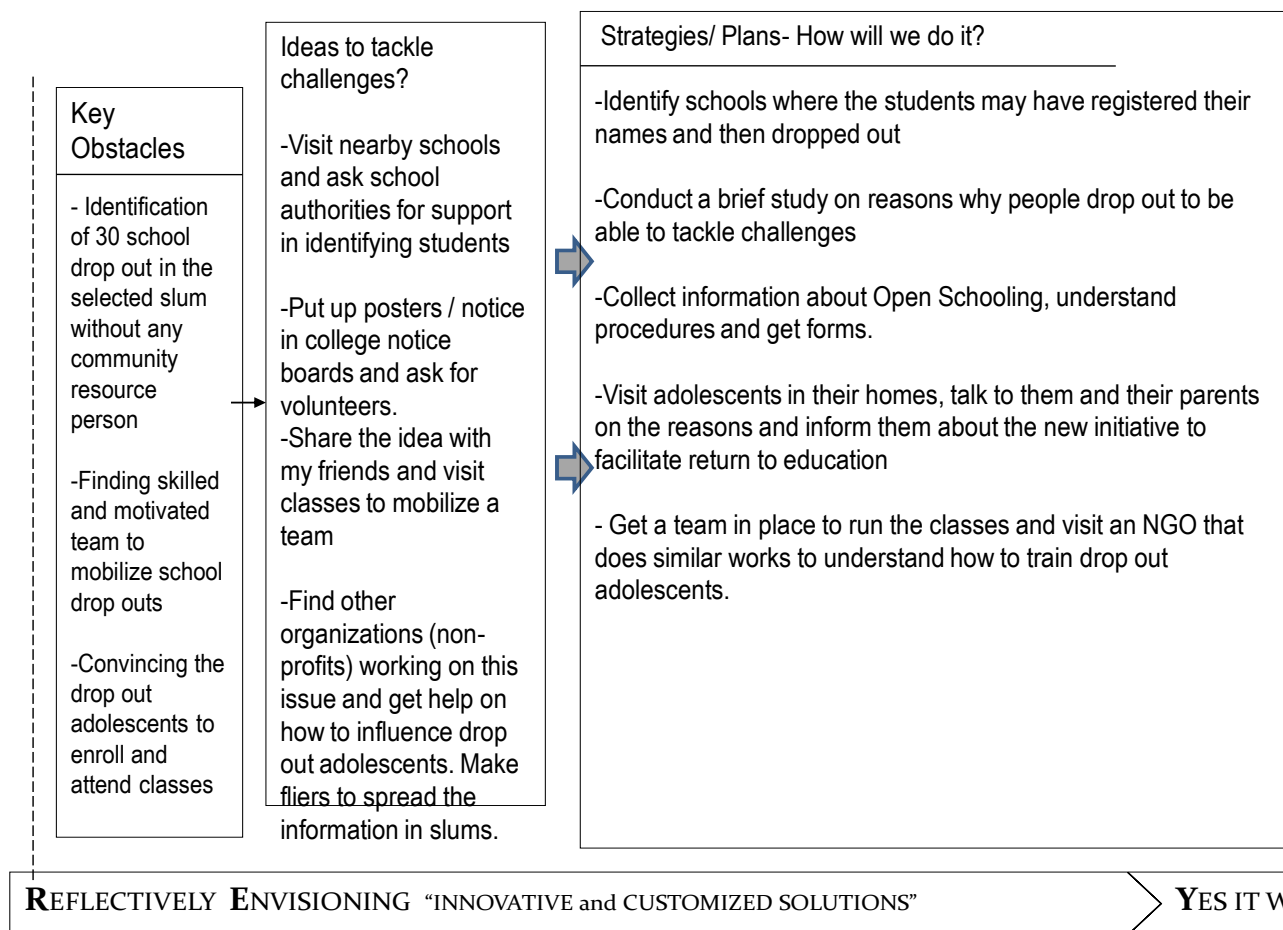
After participants have filled the template, ask people to go back to the same partner and share their analysis of enabling and restricting factors.



Do:

Handout the second template to Participants and explain each segment of the template to them with examples from the template below. Clarify any doubts by taking more examples for the group and ask them to fill up their own templates.

1. Key Obstacles: Identify the biggest problems from the list of Road Stoppers above that need to be tackled
2. Ideas to tackle challenges : What strategies could be applied to address the issue?
3. Strategy/ Plan (How will we go about doing it?) : A step by step plan of activities.



Ask:

After doing this session, as participants to share any realization or learning they may have had in the process of reflecting and writing.

Say:

Congratulations all for being able to clearly articulate the objectives and activities of your project and for analysing the challenges, enabling factors and alternate strategy for it. We now need the right kind of people and support to launch the idea. In this session we will learn and practice to communicate our ideas effectively.

SESSION 5 | TIME: 180 MINUTES

Communication for Advocacy

OBJECTIVES:

At the end of the session, participants will be able to:

- Analyze their potential audience's needs and customize the content for communication accordingly
- Practice delivering a 2-minute pitch about their project idea to inspire audience to join/support/change
- Create one poster depicting their project ideas

SUMMARY SESSION PLAN:

Stage	Key Ideas	Methodology	Resource Material	Time
Mind Jog	Recalling some influential statements/ thoughts/ quotes	Discussion		10 Mins
Personal Connect	Identifying qualities of communication that inspires change	Reflection		20 Mins
Information Exchange	Fundamentals of communication for advocacy/inspiration	Discussion		45 Mins
Information Application	Preparing my 2 minute pitch	Creative Writing		45 Mins
Real World Connect	Creating posters for advocacy	Creative work	Charts, colours, paints etc	60 Mins

HOW TO RUN THE SESSION:

MIND JOG:

Ask:

What is one of the best one line statement/quote or a thought you have ever heard in your life? It could be a line from a movie, something you read, or heard a leader or celebrity or even someone you know personally say.

Hear a few responses.

PERSONAL CONNECT:

Ask:

Ask participants to think of a time when your behaviour or thoughts were influenced by something someone told you.

Do:

Give them some time to reflect. When they have been able to recall the instance, tell them to write in a line or two the reason it changed their behaviour or thoughts.

Ask participants to share the reasons one by one and keep recording them on board.

Possible responses: It was very relevant to my life, It was simple to implement, It came from deep understanding of my situation, It was a very beneficial idea, I trusted the person, The person cares for me.

INFORMATION EXCHANGE:

Do:

Write on board: When we share the ideas that inspire us in a way that inspires others to take action, we can build the world we imagine.

Ask:

What does this mean? Get some responses.

Say:

As we prepare to lead a social change project, we will need to learn the art of communicating in a way that people feel inspired to change. We will need this skill to bring behavioural shifts amongst people we plan to work for and to build teams by inspiring people to join us for working on the cause identified by us.

Say:

Think of people you will need to inspire for the success of your project and write them down.

Do:

Encourage participants to think about people in positions of authority (in government institutions, key resource people, media personnel etc) who may be able to help them in their project apart from their friends/team.

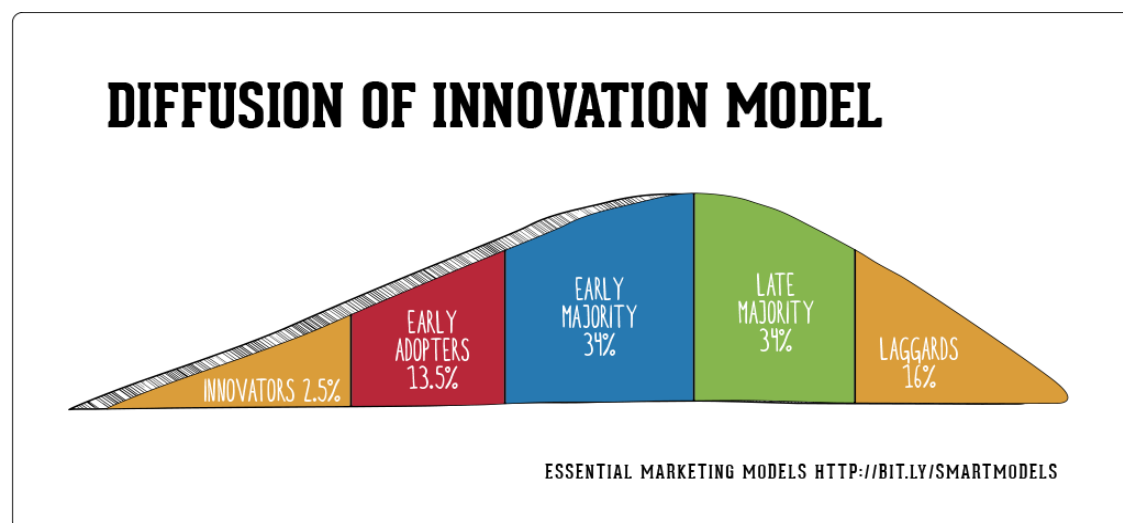
After they have finished writing the names, explain that identification of people to work with is the first critical step in building a team of supporters.

Ask:

Have you heard about 'Law of Diffusion of Innovations'?

Do:

Draw the bell curve shown below and explain that when a new idea is introduced, people respond differently to it. Rogers conducted a research which showed that there is a small percentage of people who are early adopters of any new idea, a large majority take time to adopt it and another set of people who are sceptical to new ideas and thoughts and only convert when they have to.



Following details may be useful for facilitator.

- 2.5 % people are innovators who have desire to take risks and try different things,
- 13.5 % people are early adopters who try things / accept new ideas soon enough
- A majority of 68% people wait a while to accept new ideas- half of which whom will accept it if it fits well in their life and the other half will accept it with some scepticism after observing most other people try it
- Lastly, laggards will adopt the change with a lot of aversion when there is no other choice.

Ask:

What can we learn from this model?

Say:

We need to be selective about the people we work with or try to inspire to join us. Think about the people who may have the same motivations, desires or values as you. Do not spend too much energy on people who will be very sceptical. Next, work well on your case and how you will present your idea. We will now try to learn some principles that will help us creating our pitch for promoting our idea.

Do:

Write these points on chart one by one and explain them:

1. What do you want participants to take away or feel at the end of your talk?

It is a good idea to think about the expected outcome of the talk first and think about the examples, logic, questions that will bring people to that point. What are the examples and stories that will keep them riveted and bring the point home?

2. What are you passionate about and know well?

You may not have complete knowledge about everything associated to the theme, talk only about what you know and your passion. Half baked and incorrect information make people cynical about ability of speaker.

3. What excites your audience?

Think about your audience. What are the two or three things that will help them make up their mind in favour of your idea?

Do:

Tell participants to reflect on the above three questions and write their thoughts regarding their own audience on note pad.

(Note: Participants do this exercise keeping in mind the people they want support of in implementing their idea)

Say:

We will now prepare a short two minute talk on our idea in order to inspire people to join us in our endeavour. We will practice it in two small groups.

‘How’ something is said is as important as ‘what’ is being said. Here are a few tips that will help us deliver an influential talk:

- **Talk *with* your audience, not *to* them:** Have questions/statements that will engage them in the talk, use language/ examples that will be familiar. They may just think and not respond, that is fine
- **Deliver few ideas one at a time:** Do not overburden them with too much information, establish one thing at a time- pause to let it seep before moving to the next thought
- **Use 3 T's** – Tell them what you are going to tell them, Tell them, Tell them what you just told them
- **Check for understandings and reaction ever so often:** Read people's responses or ask questions to see if they have understood and are following you, listen when they ask questions/ give examples if required instead of thinking about next line to say.

INFORMATION APPLICATION:

Do:

Divide participants into two groups and ask participants to write and prepare a one – two minute speech to inspire people to support their cause.

Facilitator Note: This is an individual exercise and needs to be practiced by every participant. If two, three people are working on the same idea, divide them in separate groups.

Do:

After twenty minutes, form two circles of two groups, ask one person to volunteer to be time keeper and ask participants to present their talk one by one.

Do:

Congratulate everyone for their talks and ask them how the experience was for them?

State that the process of sharing our ideas also helps us develop clarity on our own work. Wish them luck for being able to engage the right kind of people in their project.

REAL WORLD CONNECT:

Say:

Using the inputs on Speaking to Inspire, which we just discussed, develop a poster about your work that people will connect with. You have 1 hour to create these posters.

Do:

After the participants have created their posters, conduct a gallery walk with the posters.

Say:

Advocacy of your work is an integral part of achieving your goals. During the course of your social action projects, you must try to identify all possibilities of advocating about the work you are doing. You can utilize the principles we have discussed in this session to talk about your work, as well as employ the use of creative media to communicate your work with your audiences and inspire them to join hands.

You can carry these posters which you have created today with you and use as part of your advocacy agenda.

SESSION 6 | TIME: 90 MINUTES

Empathy & Care-Frontation

OBJECTIVES:

At the end of the session, participants will be able to:

- Explain the importance of confrontation *with* empathy when looking for win-win solutions
- Identify the 5 steps of positive confrontation
- Perform self-review of their ability of empathy and care-frontation

SUMMARY SESSION PLAN:

Stage	Key Ideas	Methodology	Resource Material	Time
Gold Coin Game	Empathy is first step to positive conflict resolution	Activity	Coins	30 Mins
Care-Frontation	Confrontation <i>with</i> empathy is a win-win	Story & Discussion		30 Mins
Ability to Empathize & Care-Front	My empathy self-assessment	Reflection	Paper, Pen	30 Mins

HOW TO RUN THE SESSION:

GOLD COIN GAME:

Do:

Divide the participants into pairs. One person becomes A and the other B. Send all the As outside and let the Bs remain inside.

Give the following instructions to the Bs:

- This is a gold coin (give them a coin each at this point of time) that is the last memory you have of your dead great – grandmother whom you were very close to
- 'A' will come and ask you for this gold coin because they are in desperate need
- They will try to influence you but you do not want to give it to them
- Give the coin to them only if you feel they have tried to understand where you are coming from (i.e. your thoughts as well as feelings)
- Reiterate that you do not have to sympathize with A or understand them. Give the coin only if you feel understood.

Go outside and give the following instructions to the As:

- Your mother is desperately ill and you do not have the money you need for her treatment
- 'B' has a gold coin and you have to convince them to give it to you
- This is your last chance to get the money you need for your mother's treatment. You do not have any other options left.

Bring all the As inside and ask them to pair up with their partners. Tell the participants they have 2 minutes for conversations and ask them to begin.

Do:

After the time is over, ask the pairs to stop and ask everyone to come into a circle.

Ask:

How many of you were able to get the coin?

What happened in each pair? What were the conversations like? *Take a few responses.*

What do you think was the objective of the game?

Say:

The first step, to resolve a conflict positively, is trying to understand expectations and feelings of the person with whom you have conflicts. This requires us to put ourselves in shoes of the other person, and see the situation from their perspective. This ability is called empathy!

Ask:

We have discussed empathy on previous occasions as well. Would some of you share what you think empathy is?

Say:

Empathy is:

1. To put yourself in someone else's position and understand their situation.
2. To understand why a person acts the way s/he does
3. To understand the heart and mind (what they feel/how can they be influenced) of the person.

Empathy is not:

1. To agree and accept everything they do/believe
2. Always feel for them and understand their feelings without regard to your own feelings.

Ask:

Have you been able to get something done in the past because you could see where the other person was coming from or the other way round?

CARE-FRONTATION:

Do:

Narrate the following Akbar Birbal story.

Birbal's Soup

It was a winter day. All the ponds in the city were frozen. The nights were freezing and the days weren't any better. One such cold day, King Akbar asked his Prime Minister Birbal "What do you think a man can do for money?" Birbal replied "Your majesty, a poor man will do anything for money." The king questioned further "So you think a man would be willing to stand naked in the frozen pond the entire night for 2000 gold coins?" Birbal replied "Yes your highness, a poor man will be willing to do that." Akbar was not convinced and asked Birbal to bring such a man.

The next day Birbal brought a poor man to the court. He barely had any money with him and his family was starving. The king told him "I will pay you 2000 gold coins provided you stand naked in the frozen pond the entire night. Are you willing to do that?" The man said "Your majesty 2000 gold coins is a lot of money. I will be able to feed my family for many days to come. I will happily accept the challenge". And so the man stood naked in the pond the entire night. The next day the man came to the court to collect his reward. The king was very surprised to see that the man had really stood in the pond all night. The king asked "How could you stand all night? Weren't you cold?" The poor man replied "It was freezing your majesty, but I saw a lamp burning in your courtyard a mile away and it kept me going throughout the night". Hearing this the king was outraged and said "You cheated. You sought warmth from the lamp and it kept you warm. So you will not get any money."

The poor man was dumbstruck but couldn't argue with the king. He hung his head in misery and left empty handed from the court. The poor man went straight to Birbal and recited the entire story to him. Birbal told him not to worry and to come and collect his reward in 2 days.

The next day Birbal went to the court and spoke with the king. He tried to explain that the poor man had not cheated but the king was beyond listening to anybody. He still maintained that the poor man had cheated. Finally, Birbal gave up arguing with the king. The next day, Birbal didn't come to the court. The king sent a sepoy to check on Birbal. The sepoy returned saying that Birbal was cooking soup and would come once it was cooked.

The king waited for Birbal to come. The entire morning passed but there was no sign of Birbal. The king sent his sepoy again who returned with the same message. The whole afternoon passed but no Birbal. Finally the king couldn't stand it any longer. He himself went to Birbal's house to see what was taking so long. At Birbal's home, the king saw a strange sight. There was a small fire burning away in a corner. Birbal had hung a pot, with all the ingredients of the soup, on a stick which hung away from the fire. The fire was atleast a few feet away from the pot of soup. Birbal sat on his bed waiting.

Furious, the king said "Birbal what is the meaning of this. Have you lost your mind? How do you think the soup will get cooked if it is kept away from the fire?" Birbal calmly looked at the king and replied "Your highness, if the poor man could get warmth from a lamp burning a mile away surely my soup will get cooked. The fire is only a few feet away. It should be done any moment now."

The king realised his mistake and said "Ok Birbal, I get it. I was wrong and you were right. The man could not have gotten warmth from a lamp that was so far away just the way your soup will not get cooked. Call the man to the court tomorrow and I will give him not just 2000 gold coins but a thousand coins more as an apology".

Ask:

What did Birbal do to resolve the conflict?

Say:

He indirectly confronted the king.

Do:

Divide the participants into 3 groups, and ask them to brainstorm on the steps of confrontation – What are the things to be kept in mind while confronting people?

Give the groups 10-15 minutes to discuss. Ask them to present their findings, one group at a time, to the larger group.

Say:

Some excellent points have been captured by all of you. From my end, I would like to share the following steps of positive confrontation:

1. Articulate others position and possible feedback

2. Articulate your position and feelings
3. Explain what shift you would like the other to do
4. Underline why it is important for both (win-win)
5. Take other persons commitment in a clear and doable manner

Say:

Empathy is the cornerstone of positive confrontation. Confrontation without empathy is aggression and it could end up offending the other person (This is a 'win-lose' as person being aggressive wins and the other loses). Empathy without confrontation may end up in one party giving up on their needs. (This is a lose-win where the person showing empathy may end up losing and the other person may end up winning). But confrontation *with* empathy is a win-win situation. We like to call such a positive confrontation as 'Care-Frontation'!

Remember, Care-Frontation, or confrontation with empathy, is not a one-time exercise. You may need several attempts in order to empathize and confront the other positively.

ABILITY TO EMPATHIZE AND CARE-FRONT:

Say:

In previous workshops, we have each identified and shared some conflict situations which we have been involved with. We have also tried to approach these situations with empathy and care-frontation using the ESCA system. Take a few minutes to reflect on how far you have been able to apply ESCA to your personal conflict which you identified earlier. Try to capture what steps you have taken to resolve the conflict, which of E-S-C-A did the step involve, and what was the result/success of your initiative. In case you have not taken any steps to resolve the conflict, you can reflect on why that may be the case and whether or not you intend to take any steps, along with reasons.

Do:

Give participants 10-15 minutes to reflect.

Ask:

On a scale of 1 to 10, 1 being the lowest and 10 highest, how would you rate yourself on your ability to empathize and care-front?

Say:

Going forward, as we work on our personal learning plans, do reflect on your people skills which are a critical part of leading a team towards your vision.

SESSION 7 | TIME: 120 MINUTES

Personal Learning Plan

OBJECTIVES:

At the end of the session, participants will be able to:

- Analyze their project requirement and personal areas of improvement to identify their individual learning goal
- Pre-empt challenges and develop a realistic plan of action to achieve the goals

SUMMARY SESSION PLAN:

Stage	Key Ideas	Methodology	Resource Material	Time
Areas of Learning	Learning enables achievement of project goals	Activity	Ball	15 Min
Development of individual learning plan	Planning activities, potential challenges and support for learning	Reflection and Writing	Learning Plan Template	105 Min

HOW TO RUN THE SESSION:

Do:

Write this statement on board and ask participants to reflect on it and complete this sentence in their head. After a minute, tell participants that you will throw a ball towards one person who needs to catch it and say the complete sentence. After sharing the sentence, the person can throw the ball at someone else. Repeat the process till everyone has spoken their sentences. Keep writing their responses on board.

“Nothing can stop me from making my project successful if I have...”

Possible responses: Support from people, Positive attitude, perseverance, A good team, Time, Support of teachers/family, Courage, Right skills, Funds

Say:

As we can see we need multiple things to make our project successful, some of them are things in us and some outside of us (like team, time, support etc) but how successful we are in organizing external factors (like support, team, space etc) also depends largely upon our abilities. Therefore we need to build our own abilities and foreground our learning for the same.

Do:

Highlight attitudes like positive, perseverance, hard work, courage etc and ask participants what they are?

Write **Attitudes**. Next, point at skills (examples planning, negotiation etc) or at external factors like team, support, funds and ask what will we need to learn in order to organize these? Write **Skills**. Next write Knowledge and Values and explain that these are two other things we may need to learn to lead our project effectively. Point at examples if they have come out in the group sharing.

Say:

Attitude, Skills, Knowledge and Values are all important aspects of self development and learning. We will now try reflect and articulate what we need to learn in order to lead our project effectively. You can have one , two or three focus areas.

Facilitator tip: It is not mandatory for participants to write a learning goal each for Attitude, Skills, Knowledge and values. They may focus only on one or two of them.

Say:

Your learning goal should emerge from the need of your action project, the feedback you may have received from your peers and/or self evaluation done in the journey on setting realistic goals, empathy and confrontation, planning , inspiring others etc.

Give example: A person wanting to enroll drop out students into Open school may need to :

- Gain knowledge about the system of open schooling in the country: Eligibility, enrolment process, benefits, government subsidy etc
- Learn to inspire her peers to join the project and keep their motivation high during the project.

Do:

Give participants 10 minutes to write their learning goals and share it in two small groups.

Do:

Now share the learning plan template with participants and ask them to reflect on each of the following aspects and fill their template:

1. Activities/Behaviours : What will I do in order to achieve the learning goal? How will I achieve my learning goal?
2. Support/ People/ Resources: Whose support and what support will I need in the process?
3. Challenge and alternate strategy: What road blocks can I face in learning it and what will I do if I face the challenge?

Give example of the template below:

Learning Goal	Activities/ Behaviours	Support Required	Challenge and Alternative strategy
-Learn to inspire peers to join the project and keep their motivation high during the project.	-Try to understand what motivates my peers and take their inputs in developing the project. -Learn to communicate my thoughts effectively and confidently by sharing ideas in different classes/ clubs in college. -Recognize people's contribution and appreciate team.	-Support on mentor in giving feedback on my communication while communicating my idea. -Help from other participants to develop posters/notice to attract people to join the project.	I may not have time to meet my mentor, She may not be able to observe me. Alt: Write emails to communicate. Invite her to a mobilization event. Alt: Ask a peer to give feedback.

Do:

Ask participants to sit in triads with people who they think can help them or with whom they share their learning goal and share their learning plan. Other participants can give suggestions or ideas on the plan.

ABOUT THE ORGANIZATIONS

PRAVAH

Pravah was formed in 1993 in response to the communal riots that hit the country after the demolition of the Babri Masjid at Ayodhya with a mission to work on **'prevention'** of social conflicts by developing social responsibility and personal leadership among young people. We believe that social change is effected through deep mindset change of individuals. In order to change the social structures that marginalize communities, it is imperative to shift the attitudes of individuals in powerful decision-making positions along with the empowerment of the socially excluded communities.

'Prevention', responding from a **'psycho-social framework'**, **'cross border relationships'** and **'visibilising youth work'** continues to be the guiding philosophies that inform our interventions. We work annually with approximately 8000 youth and adolescents.

UNESCO-MGIEP

UNESCO MGIEP was formally declared open in 2012 by the Government of India and UNESCO with the mission to build capacities of Member States and strengthen policy to foster transformative education for peace, sustainability, and global citizenship in formal and non-formal teaching and learning. It is an integral part of UNESCO, and the organization's specialist institute on education for peace and sustainable development to foster global citizenship;

As a network of networks, Youth for Education, Sustainability and Peace Network (YESPeace Network) works with youth organizations, civil society, networks and young people to mobilize youth action to transform education and ultimately achieve the Sustainable Development Goals. The national programmes are focused on creating contextual and locally relevant transformative curriculum, pedagogies and methodologies to empower youth on Education for Peace, Sustainable Development and Global Citizenship (EPSG).

COMMUTINY – THE YOUTH COLLECTIVE

In 2008 Pravah felt the need to amplify the work on the ground and advocate more actively on issues of policy and programming in the adolescent and youth sector. We felt that despite the great amount of innovation and deep work being done by so many civil society organisations across the country the youth voice was still not present where it mattered most, in the policy making space. Young peoples' leadership spaces were limited and undernourished, the youth worker was neither recognised, nor had any professional development options and the youth organisations still struggled for resource and recognition.

It is with this vision that **ComMutiny – The Youth Collective**, a new trust was incubated by Pravah and Sir Ratan Tata Trust in 2008 as a collective of like-minded professionals and organisations to engage in media advocacy and policy in the area of youth development. The main idea was to strengthen the ecosystem of youth active citizenship in the country and to visibilise youth work through media creation and dissemination. The Collective today, is a combination of highly experienced professionals and organisations from the youth development sector, the mainstream media space as well as social media and grassroots media professionals and young social entrepreneurs.