The United Nations Volunteers (UNV) programme is the UN organization that promotes volunteerism to support peace and development worldwide. Volunteerism can transform the pace and nature of development and it benefits both society at large and the individual volunteer. UNV contributes to peace and development by advocating for volunteerism globally, encouraging partners to integrate volunteerism into development programming, and mobilizing volunteers.

In most cultures volunteerism is deeply embedded in long-established, ancient traditions of sharing and support within the communities. In this context, UN Volunteers take part in various forms of volunteerism and play a role in development and peace together with co-workers, host agencies and local communities.

In all assignments, UN Volunteers promote volunteerism through their action and conduct. Engaging in volunteer activity can effectively and positively enrich their understanding of local and social realities, as well as create a bridge between themselves and the people in their host community. This will make the time they spend as UN Volunteers even more rewarding and productive.

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Author: Nirupama Sarathy
We cannot always build the future for our youth, but we can build our youth for the future

- FRANKLIN D. ROOSEVELT
FOREWORD
By 2020, India is set to become the world’s youngest country with 64 per cent of its population in the working age group. India with its significant youth population has to harness the potential of youth in the nation building. The much talked about ‘youth bulge’ in its population can harness ‘demographic dividend’ provided the energy of youth is directed towards developing themselves to be physically and mentally strong and sensitive to social issues and become agents of social change.

I am glad to know that the Youth Workers’ Toolkit for Facilitating Youth Engagement and Participation has been developed to introduce youth workers to provides tried and tested methods for encouraging young people to become actively involved in youth development process. It is based on practical experience wherein each session has been designed to introduce easy-to-use tools and are grouped into thematic modules. Sessions are threaded in such a way that youth workers can successfully implement in their regular work.

I expect that this toolkit, will serve as a handy guide for youth workers, youth-focused agencies and voluntary organizations in engaging young people to enhance their life skills and building awareness and understanding of key social issues and working with society.

I am sure that this Toolkit will help to increase the level of meaningful youth participation in the overall youth development programming at an institutional as well as activity/field level.

(A.K. Dubey)
FOREWORD
Youth comprises of the most dynamic part of a country’s population with their inherent vitality, fervor and drive to become agents of change. As per India’s Census 2011, youth in the age bracket of 15-24 years constitutes 19.1% of India’s total population and it is expected that by 2020, India will have 34.33% youth population. With this massive human resource, India could transform itself for which dynamic youth energy of the country must be properly channelized and harnessed.

Recognizing, that while youth today are better placed than ever before to participate in and benefit from global development, many young people remain marginalized, disconnected or excluded from the ever-growing opportunities and keep struggling on the formidable issues of education, employment and livelihood. If left unresolved, these challenges are likely to impede national development while hindering everyone’s personal potential. Instill social values and promote community service to build national ownership and facilitate participation and civic engagement of youth at all levels of governance are two of the objectives of the National Youth Policy 2014.

I am happy to note that, the Youth Workers’ Toolkit for Facilitating Youth Engagement and Participation has been developed to facilitate youth participation in the community service and civic engagement in the country. The Toolkit will introduce youth workers with the key tools to involve young people in the development process and equip the young minds to participate in civic engagements as well as development planning and implementation.

I believe that the Toolkit will provide a framework for training and capacity building for youth and certainly accelerate youth engagement in volunteering by providing learning and skills development opportunities that are relevant to the emerging context. It will certainly manifest to be a catalyzing agent in the milieu of youth participation and development.
Young people bring energy, innovation, and optimism. Youth can be change agents if supportive environments and opportunities are provided. At present, youth in the age group of 15 to 29 years comprise 27.5% of population in India. This demographic dividend presents India with an opportunity to leverage the potential of youth through volunteerism. In fact, volunteerism can not only help young people to develop their own capacities and empower them but also contribute to meeting the development challenges.

Appropriate training, skill development sessions and effective counselling are essential to retain and motivate the volunteers. With the diversity of people who volunteer and the variety of roles and activities they undertake, training provides volunteers with the broad range of skills they need to be effective, competent and confident in the work they do.

UN Volunteers in India in collaboration with Rajiv Gandhi National Institute of Youth Development, Regional Center, Chandigarh has developed a youth worker’s toolkit to facilitate youth engagement and participation, Let’s YOUNGage. The toolkit aims to provide a series of familiar and easy-to-use tools and sessions, grouped into thematic modules, for youth workers to engage with diverse groups of young people and build their skills for volunteering in the community.

I take this opportunity to congratulate the author of this toolkit. I am certain that this handy guide will prove highly useful for youth workers to engage young people in developing themselves to be strong, sensitive and centred individuals with the skills required to be active and effective agents of social change.

Marina Walter
Country Director a.i
United Nations Development Programme
ACKNOWLEDGEMENT
The Youth Engagement Toolkit has been prepared under the project “Strengthening NYKS and NSS” which is joint collaboration between the Ministry of Youth Affairs and Sports, UNDP and UNV who have partnered together to strengthen key youth associations in the country.

The toolkit was commissioned by RGNIYD Regional Centre with support from United Nations Volunteers which aimed at providing technical guidance to facilitate youth engagement and participation in the democratic governance and development initiatives.

The Toolkit consists of a range of youth engagement tools and sessions designed, adapted and collated by the youth development consultant, Ms. Nirupama Sarathy, with inputs from RGNIYD and UNV.

This toolkit draws from a variety of sources which includes researches, academic and non-academic articles and training manuals - on life skills, peer education, leadership development, project design and management - of multilateral agencies, governmental bodies and institutes under the Ministry as well as leading non-government organisations in the field, along with web-based sources.

The complete list of references and resources is provided in the endnote. Many of the tools included are out in the world in different forms and we are grateful to the agencies for developing and sharing content suited to various audiences, enriching the overall field of youth work.

This toolkit would not have been possible without the briefing, guidance and reference resources provided by Mr. Stanzin Dawa, Regional Director, RGNIYD Regional Centre, Chandigarh along with valuable feedback, suggestions and support from Ms. Shreya Baruah, National Project Manager, Strengthening NYKS and NSS Project at UNV. A special word of gratitude for Mr. Yasar Ahmed of UNV, who helped coordinate this effort and fill the information gaps, and Mr. Raajesh Verma of RGNIYD-RC for keeping track of the milestones and finances of the assignment.

Last but not the least, we wish to express our sincere appreciation and gratitude to all the committed youth workers across the country (and world) whose experiences and experiments with engaging young people in meaningful social change over the years have contributed immensely to the development of this toolkit. We hope YOU continue to inspire us, and motivate and support many more young people to develop, individually and collectively, as leaders of positive social change.
BACKGROUND AND INTRODUCTION TO THE TOOLKIT

The Ministry of Youth Affairs and Sports (MoYAS) has been running two flagship schemes namely; National Service Scheme (NSS) since 1969 and Nehru Yuva Kendra Sangathan (NYKS) since 1972, for promotion of volunteerism amongst the youth in the country. The 12th Five Year Plan (2012-17) called for strengthening and expanding NSS for school and college students as well as strengthening of the Nehru Yuva Kendra(s) [NYKs] by consolidating, expanding and energizing the youth club movement for engaging the rural youth in various socio-economic and community activities.

As part of the “Strengthening Nehru Yuva Kendra Sangathan (NYKS) and National Service Scheme (NSS)” Project of the Ministry of Youth Affairs and Sports and UN Volunteers/UNDP, with the objectives of providing catalytic support to the Youth Volunteer Schemes of the MoYAS and facilitating greater youth participation in the developmental agendas of the Government, this Youth Engagement Toolkit was commissioned by RGNIYD with support from United Nations Volunteers.

The framework was developed by RGNIYD following a Training Needs Assessment of NYKS (Zonal Directors, Deputy Directors, and District Youth Coordinators) and NSS (Programme Officers) and further customized to align it with the job profile of youth work professionals (NYKS, NSS as well as other agencies working for and with young people). While the focus was on including tried and tested tools that are largely context-neutral, however the scope for flexibility and indigenisation of the tools was especially considered so that different modules can be used as stand-alone depending upon the needs of the targets, resources and time, as well as adapted to ensure it is relevant and appropriate to various groups of youth across the country.

The main objective of the toolkit is to provide a basket of familiar and easy-to-use tools and sessions grouped into thematic modules and threaded in such a way that youth workers like UNV-DYCs, NSS and NYKS staff can use them for engaging with diverse groups of young people to build their skills for volunteering in the community. It is expected that the toolkit, along with companion handbooks targeted at the youth workers, will serve as a handy guide on youth and development to middle-level functionaries working with youth-focused state agencies or voluntary organizations.
ABOUT USING THE TOOLKIT

The Youth Engagement Toolkit has a collection of tools designed, adapted and collated for youth workers to engage young people in developing themselves to be strong, sensitive and centred individuals with the skills required to be active and effective agents of social change. Care has been taken to ensure the tools cater to the diverse range of young people, with ample scope and suggestions for contextualising the activities for specific audiences.

Sessions have been planned in a very concise manner wherein every session has been designed keeping in mind the interest of young people thereby breaking the monotony of classroom setting. Every session is about one-hour long sessions. Further, the sessions are all based on the principles of experiential learning and are activity-based, which means the participants are engaged in an activity – for e.g., a game, role play or discussion – and through the experience, learning happens. The sessions cover a mix of reflection and action, paying special attention to connecting the themes to their own lives and to real world contexts.

While it is easy to assume that learning happens automatically through the activity or game, in reality, it is the efforts of the facilitator that makes it seem so effortless. The activity by itself may not yield learning in the desired direction without the facilitator processing the experience. In order to enable this, detailed guidelines for processing the experience are provided in the manual for the facilitator. There are guiding questions for processing the experience, a list of key takeaways that the facilitator can refer to and summarise, as well as additional tips for the facilitator to run the sessions effectively. The additional tips include dealing with difficult situations as well as ideas for variations and adaptations of the session to suit the requirements on ground.

The toolkit has a total of 35 sessions categorised into 4 Sections covering topical Modules, which may each be run separately, or sequentially, as part of a Workshop or Course.

The First Section is the Opening section, which brings all the participants from diverse contexts on the same page, setting the ground for learning. It further seeks to break the barriers to learning by establishing a foundation of connectedness for 360 degree learning for the young people – that is, learning by reflection on their own past and current experiences, learning with
and from peers, and learning from the content and contexts provided by the facilitator. In fact, beyond the sessions, the entire physical space and workshop culture including the relationships can be transformed into a great source of learning for the young people if the context is set right.

The **Second section** focuses on **Life Skills Development** as a key component of youth development. This is further divided into 2 Parts:

- **Working with Self**
- **Working with Others**

and building the necessary skills and knowledge for **Working with Society** (Third Section).

In addition to this, **building awareness and understanding of key social issues** would be essential. Issues like Gender Sensitisation, Ecological Awareness, What is Development and Diversity Appreciation are cross-cutting themes that are relevant to all audiences. However, given that each of these issues is an ocean in itself, and the fact that there are already several separate curricula from specialist agencies for exploring and building awareness on each of these issues and suited to specific local audiences, this has not been covered within the scope of this manual. Nevertheless, it is recommended for the Youth Workers go through thematic courses or trainings on these issues to build their overall awareness and develop a holistic perspective to work with young people.

The **Third Section** deals with preparing young people for **Working with Society**. It provides a series of conceptual frameworks for planning and executing **Youth-Led Social Action**. This is specifically designed to give grounding in concepts and provide a theoretical foundation to action on the ground. It is expected that the concepts will be applied in the field in the form of real-life social action projects in the communities they live and work in. It is expected that they are provided facilitative and mentoring support through this action process, while helping them reflect and learn from the experience.

The **Final Closing Section** helps consolidate the learning from the various sessions and action and helps the young people reflect on the entire course and offer their feedback.
OVERVIEW
UNDERSTANDING YOUTH ENGAGEMENT PERSPECTIVE
WHAT IS YOUTH ENGAGEMENT
WHY IS IT NECESSARY?

SECTION 1 | OPENING: SETTING THE CONTEXT
1. WELCOME, INTRODUCTIONS AND ICE-BREAKING
2. EXPECTATIONS AND CONTRIBUTIONS
3. SETTING GROUND RULES
4. WORKSHOP OUTLINE

SECTION 2 | YOUTH DEVELOPMENT AND LIFE SKILLS
WORKING WITH SELF
MODULE 1: SELF-EXPLORATION
SESSION 1.1: GETTING TO KNOW EACH OTHER
SESSION 1.2: SELF EXPRESSION: “WHO AM I?”
SESSION 1.3: LIFE STORIES: RIVER OF LIFE
MODULE 2: IDENTITY
SESSION 2.1: “WHO ARE YOU?” IDENTITY LABELS
SESSION 2.2: IDENTITY AND STEREOTYPES
MODULE 3: VALUES
SESSION 3.1: CONCEPT OF VALUES
SESSION 3.2: WHAT DO I VALUE?
SESSION 3.3: PRIORITISE YOUR VALUES — VALUES AUCTION
SESSION 3.4: VALUES AND DECISION-MAKING
WORKING WITH OTHERS
MODULE 4: CONFLICT MANAGEMENT
SESSION 4.1: UNDERSTANDING CONFLICT AND TYPES OF CONFLICT
SESSION 4.2: MODES OF HANDLING CONFLICT
OVERVIEW

Understanding Youth Engagement:
Youth have been recognized as key stakeholders in the national and global development agenda. Young people are now being looked up as valuable partners in addressing and making critical decisions about the issues that affect them and their community.

There has been a fundamental shift in the perception of role of youth in the development process. Youth are now considered as agents of change who not only mobilize and influence other youths to be part of socio-economic development process but also bring new perspectives in overall strategies to deal with societal issues and challenges.

There has been a push to create supportive and enabling environment from all quarters where strategies have been adopted to enhance young people’s meaningful engagement in programming and policy discussions. Young people’s opinions are now viewed as a critical component while designing strategies which impact them.

With the idea behind creating a taskforce of youth that are committed to civic, social and political progress, Government of India (GoI) has invested more than Rs. 90,000 Crores per annum through a wide range of programmes of different Ministries on youth development through youth-targeted (higher education, skill development, healthcare etc.) and non-targeted (food subsidies, employment etc.)

To take this initiative forward, GoI has designed two key approaches of youth engagement:

• Engaging with youth to provide information for holistic development
• Engaging with youth to get inputs on issues, policies and specific programmes, especially those that directly impact youth.

Engaging with youth not only recognize young people’s right to participate but it also empowers young people to have a voice in decisions that affect them. Involving youth in decisions making activities acknowledge the skills and strength they bring to the table and it also promote youth as an important stakeholder in creating inclusive policies and programmes.

While defining the overall concept of youth engagement, we also need to keep in mind the role society plays in creating opportunities for young people to become involved in and contribute to
the betterment of community in which they live. Positive youth engagement can only happen when they are engaged in and involved in experiences they consider having purpose. Young people should have opportunities to share their ideas and be involved in designing and implementing of programs and policies which affects them. However, the engagement process should be sustained over time so they can be motivated and encouraged to contribute in the whole process.

While a lot has been talked about engaging youth in a positive manner, we also need to understand the most crucial aspect of why are we talking about positive youth engagement and why it has been considered as one of the most important element towards creating an inclusive environment

Why is youth engagement important?

"From creating start-ups to igniting revolutions, young people have been toppling the old structures and processes that govern our world. Just imagine what solutions might be found if young people are given the space and encouragement to participate and lead”
- KOFI ANNAN

Introducing young people as an important stakeholder create positive impact among the youth which led in building the confidence of the youth themselves which in turn creates a ripple impact in building a positive community overall.

Effective youth engagement can be viewed as continuous cycle of evolving young people as a skilled resource wherein with continuous engagement with youth led to a better economy with everyone contributing to a positive result for youth, adults and communities of the future.

![Individual level: increased personal skills, healthy choices, and sense of identity](image)
![The system level: greater civic engagement, policies and programs](image)
![The social level: stronger positive connections with friends and adults](image)

It has been seen in various context wherein with continuous engagement with youth has not only led in development of the personal growth of the youth but it has also created a positive outcome for the communities and organisation to enhance their programmes and representing young people. wherein youth have participating. Positive youth development and community change occur when youth are actively engaged in their community and have a voice in important decisions.
OPENING | SETTING THE CONTEXT

1. Welcome, Introductions and Ice-breaking
2. Expectations and Contributions
3. Setting Ground Rules
4. Workshop Outline
This section will help the YOUth worker (YOU) do just that as YOU begin an intensive engagement with a group of young people, vibrant with the energy and eagerness to change the world.

This Opening section is designed to be useful when the youth engagement manual is used to run the sessions sequentially in a workshop format. The first half of the first day of the workshop may be spent on laying the foundation for the rest of the days. However, the activities suggested may also be used independently for one-off engagements. The various exercises suggested for breaking the ice, establishing familiarity, setting the context and agreeing on the standards of engagement will help the group start off on the right note. Links to additional resources are also provided in case of smaller and larger group sizes or different constituencies, and variations of the activity are suggested, suited to differing levels of complexity and available time. The YOUth worker may adapt the activity to suit their specific audience.

This section covers:

1. Opening
2. Welcome, Introductions and Ice-breaking
3. Expectations and Contributions
4. Setting Ground Rules
5. Workshop Outline
SESSION 1.1
Welcome, Introductions and Ice-breakers

Welcome the participants with a loud Good Morning! and assess the response. If they are shy or distracted or not loud or energetic enough, do the following small activity to energise and focus the group.

Radio:

» Ask the participants if they have seen a radio.

What are the key parts of a radio? – Speaker, volume button, On-off button. Now tell them: All the people in the room will be the speakers. So the voice or sound is going to come from you.

My hands are the volume button. If they move apart, you have to increase the volume, and the closer they come, you have to increase the volume. When I clap, the radio is turned off.

Choose a simple sound like “Aaaaa” and do a test. The participants should keep the sound going continuously, only varying the volume as per the volume button. Close the game with a loud “aaa” closing abruptly with a clap.

Tell the participants that this was a simple exercise to open up the voice. Now it is expected that during the rest of the days the participants will use their voice and speak up and participate well.

Variations:

1. You can do the same exercise in batches, asking one batch to make the sound at a time, while the others keep quiet. This way you can ensure that everybody is participating and opening up their voices, and not hiding behind others’ voices.

2. Alternatively, and to add a level of complexity to make it more fun, different batches can be given different sounds like “Ooh”, “Aah”, “Eeee” and the facilitator can conduct a musical orchestra alternating and mixing these sounds.

3. Another variation could be to use animal sounds, which helps break another level of inhibitions and brings about much laughter.

Name-Pose:

Get the participants to introduce themselves by coming to the centre of the circle, saying their name out aloud 3 times in different voices and doing their favourite pose/action. You may ask the rest of the circle to repeat the action.
Go around the circle till everybody has completed.

**Name-Word Relay:**

Tell the participants to introduce themselves by adding a word before their first name that starts with the same letter/syllable as their first name. If the word can describe them in some way, even better. For e.g., Simple Sitara, Happy Hamid. The next person will have to tell the name of the previous person and themselves; the next person will tell the name of the 1st person, the second person and then themselves. And so on, till the first person gets a second chance and has to repeat all the names!

**Order, Order!!**

A good icebreaker game, this one can be as long or as short as you wish. Depending on the size of the group, you may do it as one group (up to 30) or divide your group into teams of five to ten people. The goal of this game is for players to reorder themselves as quickly as possible. You can use your own categories or one or more of the following:

- **From A to Z – alphabetical order of first name.**
- **From shortest to longest – how many letters are in your first name.**
- **From farthest away to closest – birthplace.**
- **From least to most – how many brothers and sisters you have.**
- **Beginning to end of year – birth months.**

Once a team has arranged themselves, they call out their responses and the facilitator ensures they have ordered themselves correctly. For added fun, a time limit can be prescribed (30 secs or 1 min).

An added layering that can be done is to put in a rule that they cannot talk with each other. This will compel them to use their creativity and mingle more closely to communicate without the spoken word.

While helping participants move their bodies and mingle in the group, communicating and laughing together, this activity also helps them get to know a little bit more about each other.
SESSION 1.2
Expectations and Contributions

One of the important principles of youth work is to build ownership and leadership among young people. For this, it is important for youth workers to move away from conventional notions of authority and power, encouraging young people to take leadership and ownership of the space. Thus, the rules of the space, as well as the outcomes are co-created and co-owned with and by young people. The YOUth worker comes in only as a facilitator and co-holder of the space to support and enable this leadership to emerge. It is important for facilitators to keep this in mind, and make it explicit to the participants.

Get the participants to settle down in their seats comfortably.

Ask them why they have come here. Get their responses of whatever they know/have understood. Tell them they are here for a youth training that will help them to develop their own self while also equipping them to be effective agents of social change.

Having shared this, tell them that we would now take some time to hear from them how best we could achieve this. Keep a pot or box in the centre of the room.

Give each of the participants one blue colour and one pink colour chit.

Keep extra chits available in the room and tell participants they can pick them up if they need extra.

The pink chits represent “EXPECTATIONS” and the blue chits denote “CONTRIBUTIONS”.

**Explain:**

- Since this workshop space over the next few days is a shared and co-created space, we all need to share in making the workshop successful.

- For this it is important to understand what each of us would see as “success”; i.e. what we expect to get from this space over the next few days. In other words, why we have come here, what we expect will happen and what we would like to take back or gain in the form of experiences or learnings from the 5/10 days spent together.

- These could be in the form of the ‘feel’ of the space (how we will function), the activities (what we will do) or the learnings (what we wish to learn).

- These are the EXPECTATIONS that you need to write on the Pink Papers.
Please ensure that you write at least 3-5 points.

Give 10 minutes.

Once they have filled in their expectations, take them to the next step:

► Now that we are clear what we want to take back, let’s also look at what we bring into this space and what we can put in. For any output, we first need some input. Being a co-created space, what we have is all of us here, and what we all can contribute, individually and collectively.

► So pick up the Blue Chits and write 3-5 things that you would contribute to this workshop to make it a success.

► For e.g., (share a few) You can put in your Full attention, your Active participation, Listening, Care and Concern for fellow participants, Sharing your thoughts and ideas, and even Sharing any skills, Questions or Volunteering to host a session or a game, to Help keep the energy of the group sustained, to Support the facilitator in ensuring the objectives of the workshop are met for all, to Volunteer to Support the logistics and other roles like Documentation, Time-keeping etc.

Give 5-7 minutes for this.

As the participants finish filling their blue and pink chits, ask them to come to the centre and drop them off into the pot. Once everybody is done, the facilitator shuffles the chits and invites a volunteer to come and pick up 1 pink and 1 blue chit, reads them out, while the facilitator jots down the key expectation and contribution on two halves of the board, grouping similar points.

Go round the room till each participant takes turns at reading out the expectations and contributions of members of the group.

The facilitator captures the key points (putting the required number of tally marks or ticks to denote which expectations are repeated and emphasised).

Read the expectations out aloud to the group once and clarify in case certain expectations cannot be met within the purview of the current workshop. It is important to do this and ensure that all are on the same page with respect to the collective expectations of the group. YOU may also check on expectations like fun, outdoor activity, language comfort etc.

Then read out the contributions section and ask the group if we have all that we need to ensure the expectations are met. Invite people to add points if they feel like. YOU may also add some of YOUr own.
SESSION 1.3  
Ground Rules

Invite a round of applause from the participants for their contributions to the workshop.

Ask them to get up from their seats and walk around the room, still clapping. When YOU say “Stop”, they must freeze wherever they are and follow the next instruction.

Call out different instructions as they move around the room randomly.

- Walk around shaking hands with the people you pass by. 
- Hop on one foot. 
- Close your eyes and swing your arms while walking. 
- Stop.

Get them all to take their seats and settle down. Invite the group to share their experience:

- Was it fun walking with your eyes closed?
- Were you excited? Scared? Cautious? Free?
- How many of you hit another person while swinging your hands?
- How many got hit by others?

Once YOU have heard their responses, say

Yes, it is a lot of fun to experience freedom, but freedom also has its limitations/ boundaries. There is a famous saying, “My freedom to swing my hand ends where your nose begins.” That is why we have rules to ensure we can have freedom with responsibility.

So, even in this workshop, we will create some rules to ensure the 5/10 days we have together are spent with a balance of freedom and responsibility. But these rules will be set by all of us collectively.

Ask the group to call out what these rules could be, add some of YOUR own and make a list on a chart that will be put up in the room for the duration of the workshop. This can serve as a reminder.

Possible ground rules:

- Adherence to agreed-upon timings, 
- Everybody participating and sharing, 
- Getting and giving a space to talk,
Respect for everybody and all views,
Attentive and respectful listening,
Maintaining a circle of trust and keeping confidentiality i.e., What is said by individual participants is to stay within the group and should not be passed on to anyone else,
Putting off cell phones

Not leaving the room unless absolutely essential
Keeping the space clean and tidy
Reducing waste – of food, materials, electricity, water
Ensuring translations (where there are multiple languages)
Mingling with all (not in their own comfort groups)

In the spirit of shared responsibility and leadership, volunteers may also be invited to take on the responsibility to ensure time adherence and participation, coordination with the venue staff and dining staff, materials and equipment arrangement, evening get-togethers and accommodation support. Similarly, some participants may, by turns, take charge of energizers, translations, photo documentation and reporting for each day.

Engaging with young minds through youth Adda
Decoding youth perspective towards working on SDG Goal 1: No Poverty – An interactive session of Youth Adda.

Interactive youth session during Youth Adda
SESSION 1.4
Sharing the workshop outline

The facilitator can share the broad objectives and outline of the workshop and key content chunks that would be taken up over the 5/10 days.

The facilitator can try and link the workshop outline with the expectations shared by the participants. The workshop outline may also be adapted and modified, to include/exclude sessions based on the expectations.

Do check if the participants are ok with the start and end time of the day, and prepare them in advance in case there is a particularly long day or an outdoor activity.

Once everybody is on board, let’s get started!

A sample template for the outline is given below. Do prepare this in advance and keep copies handy for the participants. Any changes made with the participants may be edited by hand.

<table>
<thead>
<tr>
<th>DAY AND TIME</th>
<th>SESSION NAME</th>
<th>SESSION OBJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DAY ONE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09:00–09:45</td>
<td>Welcome, Introductions &amp; Ice Breaking</td>
<td></td>
</tr>
<tr>
<td>09:45-10:30</td>
<td>Expectations and Contributions</td>
<td></td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>Setting ground rules</td>
<td></td>
</tr>
<tr>
<td>11:00-11:15</td>
<td>Workshop Outline</td>
<td></td>
</tr>
<tr>
<td>11:15-11:45</td>
<td>Tea Break</td>
<td></td>
</tr>
</tbody>
</table>
“Develop a passion for learning. If you do, you will never cease to grow.”
- Anthony J. D’Angelo
2. Working with Others

1. Working with Self
Life Skills are very simply the skills needed to deal with life. Life Skills are also called so as these are skills used by all, all through life. However, they are especially relevant in adolescence and youth-hood, as the process of identity and character formation takes on a new meaning. This is also the age of new experiences and first impressions and they need the skills essential to navigate through the same.

As per the World Health Organisation, “Life skills” are defined as psychosocial abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. This definition is considered comprehensive and has come to be widely accepted.

Some of the important life skills identified by WHO are:

- Decision making
- Problem solving
- Creative thinking
- Critical thinking
- Effective communication
- Self-awareness
- Assertiveness
- Empathy
- Equanimity
- Coping with stress, trauma and loss
- Resilience

In this section, we will explore, in the next two parts, some of the key life skills important in the lives of young people for

*Working with Self & Working with Others*

This section covers:

**Youth Development and Life Skills**
- Working with Self
- Self-Exploration
- Identity
- Values

**Working with Others**
- Conflict Management
- Leadership
- Team Work
- Communication
“Who am I” is a question that takes a lifetime or more to find the answer to. Youth-hood is a time when this question gains more importance as this is the age of identity formation and the quest for defining oneself. How do I see myself, how others see me, what is my story of being and what are the experiences and influences that shaped who I am - these are questions that are important for us to gain an understanding of ourselves, primarily, while also important for us to understand each other and our respective life stories.

This module helps the young participants open up to each other, share about oneself and learn about the others in a progressively deepening way.

Key Focus of the Module:

Participants increase their self-awareness by exploring and expressing themselves and move towards developing a healthy self-identity and holistic personality.
SESSION 2.1.1
Getting to know each other

Cyclone is a fun, high energy game to share about oneself and get to know facts about others, including likes and dislikes, background, interests etc. Also helps the participants loosen up, shed inhibitions and mingle with others in preparation for a deeper self-exploration that follows.

Activity/Methodology: Cyclone
(Fun Group Game)

Purpose/Objectives:

► To get to know each other better in preparation for deeper self-exploration

► To help participants loosen up and mingle with each other

Time: 20 minutes

Materials: Open space within or outside the room for all participants to form a circle with unhindered space to move about; or a circle of chairs for participants, if required

Note for the Facilitator and Activity Instructions:

Ask all participants to stand in a close circle.

Give them the instructions.

“I will call out a statement, if the statement is applicable to you, you (those specific participants only) will have to cross the centre of the circle and quickly occupy any vacant space in the circle left by others. Those for whom this is not applicable will stay in the same place.”

Do a trial round, by calling out a statement. For example, “Those wearing clothes with green colour.” Or “Those whose names start with letters from A-M”.

At any time in the game, the facilitator may say “Cyclone”, in which case ALL the participants must move to a new place, passing through the centre.

Do a couple of rounds of this. Once they have got the trend, give further instructions.

Now, when the facilitator calls out a statement, when people move out, the facilitator can also occupy a vacant slot, and therefore the last participant left without a slot becomes the new facilitator and will conduct the game.

Do a few rounds of this, ensuring different participants get a chance to come to the centre and lead the game.
When enough rounds are played, the facilitator can come back to the centre and run the last round of ‘cyclone’ and then ask people to occupy their seats.

**Summary of Key takeaways:**

► **Participants know each other a little more beyond names.**

► **A greater level of familiarity and comfort established in the group.**

► **Participants are encouraged to move and mingle and are gently nudged out of their cliques without resistance during the course of the game.**

**Additional Tips for the Facilitators:**

This is a high energy game and a good one to use before participants have to settle down and focus.

The game can also be played by arranging a circle of chairs (with empty space in between) with one chair less than the number of participants (including facilitator). This way each person sits on a chair and the person left standing will lead the game further.

The depth of knowing the participants can be altered by the kind of statements called out.

For e.g., starting with basic factual information, one can probe deeper into likes and dislikes, opinions and aspirations.

Thus, depending on the familiarity and comfort level within the group, the game can be adapted to move from visible physical attributes like colour of clothes, wearing spectacles, first names that begin from A-M, etc. to more of their background like birth dates, the place they are coming from, family members, education etc., eventually going deeper into more revealing aspects like their interests, likes and dislikes, opinions and values. For e.g., those who feel pressured by parents to choose a particular course / to get married, those who have experienced gender-based discrimination in their lives, those who had a stereotype about another community which was finally busted, etc. After each round, you may want to pause and hear some responses in greater detail.

Add a healthy dose of humour to keep the mood light, with statements like “those who didn’t have a bath today”, or “those who have not lost a single permanent tooth yet”.

It is a good way to know other participants and to break the facilitator-participant power equation by giving the young people a chance to lead. It is also a good way to shuffle up the participants from their seats and out of their comfort cliques and get them to occupy new places next to people they may not know well.
SESSION 2.1.2

Self Expression: “Who Am I?”

Going a level beyond the facts and tangibles, to identifying qualities and characteristics in oneself by connecting with objects and elements that signify them. Also gets the participants to move from the literal and physical realm to express in the abstract and metaphorical realm for a deeper level of opening up.

Activity/Methodology: Identify an object in the room or an element in nature and explain how you identify with it.

Purpose / Objectives:

► To identify qualities and characteristics in oneself by connecting with objects

► To enable participants to express in the abstract for a deeper level of opening up.

Time: 30 minutes, depending on group size

Materials: No specific materials required. Just ensure room has random objects – perhaps fan, mirror, broom, chair, slippers or available stationery like duster, markers, charts, box etc.

Note for the Facilitator and Activity Instructions:

Instruct the participants that they will be given 5 minutes to go anywhere around the room to find any object they identify themselves with.

At the end of 5 minutes, they should come back to the circle (with their objects, if possible) and have to introduce themselves by explaining how they identify with the object (or in other words, how the object symbolizes them.)

Leading the change- Street play on youth engagement on the eve of International Youth Day 2017.
Each person gets 3 minutes to talk about themselves and the characteristic of themselves that the object signifies. The other participants may ask questions to clarify, but not to challenge or contradict.

Invite participants to volunteer and share one by one, till everybody in the group has completed. YOU (the facilitator) introduce YOUrself at the end summing up the interesting qualities and values that we got to know about everybody. Tell them that they will be known by their object names for the rest of the day. For e.g., I will have lunch with ‘Pencil’ today.

Summary of Key takeaways:

► The participants are able to go beyond factual sharing about themselves, to share more about their qualities and what they value.

► The participants have greater knowledge of and familiarity with the others in the group.

Additional Tips for the Facilitators:

► In case there is hesitation or if the participants are unable to think of the metaphorical meanings of the objects, encourage them by inviting anybody who has ‘got it’ to share first. Alternatively, the facilitator may herself/himself share first to set the ball rolling.

► Make space for humour, by encouraging people to go for offbeat objects – broom, slippers, crow outside the window. This also challenges us to think beyond the negative connotations associated with certain objects, to recognize their inherent qualities beyond the stereotyping. For e.g., crow is not just about ‘black and ugly’, but also a symbol of sharing as crows always invite other crows and eat in a group.

► Remind people of the ground rules that nobody will laugh at or mock anybody’s choice or interpretation, and will respect the sharing.
SESSION 2.1.3
Life Stories: River of Life

River of life is a visual narrative method that helps people tell stories of the past, present and future. This personal reflection tool uses drawing, story-telling, and sharing to help a group get to know each other better. It is a great way to connect and deepen people’s understanding of the life journeys of each of us and thereby have a greater appreciation of who we are today.

Activity/Methodology: River of Life reflection exercise

Purpose/Objectives:
► To build trust and connection in a group
► To increase the knowledge of different experiences that inform perspectives of the individuals and therefore, the group

Time: 90 – 120 minutes (depending on group size)

Materials: Chart paper (1/2 sheet) for each participant, Assortment of art supplies, e.g., pencils, erasers, crayons, markers, sketch pens, scissors, glue, tape, etc.

Note for the Facilitator and Activity Instructions:

People love to tell stories so this is generally a very easy way for people to talk about themselves and also get to know each other. Making this fun also helps. During the sharing time, it is important that people really listen to each other. This may mean discouraging questions and comments until the whole group has finished telling their stories. This exercise can take anywhere from 1-2 hours depending on the group size and the depth of sharing.

1. Ask participants to reflect on their lives using the analogy of a river. Sample guiding note given below:

“You are now going to create a picture that reflects the river of your life. As with a river, your life has a certain flow. There are times when a river is rushing and flowing down from the mountains and times when the river goes over the rocks. At other times, the river moves slowly and steadily within its banks and sometimes sluggish and meandering, but always towards its destination. Take a few minutes to consider where you have been and what has happened to you that has been very significant in shaping the direction of your life. There are art supplies here to use to make your picture as colourful as you are. On a piece of paper, please create a picture that describes the journey that has
brought you to this time and place. You will have 15 minutes to create your picture.”

2. In case the group finds it difficult to map their life with the metaphor of the river, you may help them out by comparing different situations in life with the flow of the river. For more detailed and step-by-step instructions refer to the “Additional Tips for Facilitators” section.

3. Once participants have completed their rivers, ask them to share their journeys. Allow enough time for everyone to fully share. If you have a large group, you may want to have participants break into small teams of 5-7 people to ensure that all stories are heard. Ensure there is a trained facilitator in each team.

“We will now share our rivers of life. Please give each person talking your full attention and hold your questions or comments until we are all done. Please tell us about your journey and what the images represent in your life.”

4. When all the stories are done, you can do a large group debrief of the experience.

Questions you can ask include:
► How did you feel reflecting on the story of your life?
► What was it like for you to tell your story to this group?
► What was it like for you to hear all these stories?
► What surprised you? Did you learn something new about yourself?
► What insights have you gained about our group?
► Did you find this exercise useful? Why do you think it is important to share?

5. Thank the group for their honest and open sharing and listening, summarise the key takeaways and close by reminding everybody to respect the sacred circle of trust and confidentiality.

Summary of Key takeaways:
► Reflection spaces are very important in everyday life.
► We learn about ourselves better while sharing
with others. Often, sharing helps relive happy memories and reduces the load of painful memories.

► Despite our seeming differences, we share more in common than we think we do.

► Despite our similarities, each of us has an inherent uniqueness.

► We find strength in solidarity, connecting across our individual life experiences.

► Our life experiences and the way we deal with them shapes who we are. Similarly, every person has a story and experiences behind them that makes them who they are.

► Just as our life experiences are unique, how we respond to and process these experiences is also unique. Hence, it is wise not to judge anybody for their choices and behaviour when we haven’t lived their lives.

► Opening up about our lives along with trusted others helps us gain confidence and inner strength and also strengthens relationships.

Additional Tips for the Facilitators:

In case the group finds it difficult to map their life with the metaphor of the river, you may help them out by comparing different situations in life with the flow of the river. Detailed and step-by-step instructions given below:

1. Take a sheet of chart paper

2. Get some coloured pens, pencils or wax crayons – as many colours as you need

3. Draw a river – showing the source (this represents your birth – where your life started)

4. Show the flow of the river indicating the different periods of your life (the wild and stormy times, the turbulent and fast flowing times). Show the peaceful times (where the river runs gently and is cool and refreshing). Examples: childhood, teenage years, your 20’s, 30’s and any other milestones in your life, significant events, etc.

5. Show the challenges and obstacles by means of rocks and stones. Show the different tributaries (name each tributary) indicating the major influences in your life.

6. Draw pictures around the river to show the people, experiences and events which have been important in your life (and helped shape you into the person you are now).

7. Use as many colours as you need. Make your river as large as you need. Reflect on each stage as you do your drawing.
‘Who Am I?’ may be an on-going inner exploration, but the answer to the question ‘Who Are You?’ asked of us is equally elusive, changing with time and context. Often one’s identity is seen to be determined by external factors like the social and cultural context which likes to put people under labels and categories in an attempt to define them. While categorization serves a certain purpose, it can also be misleading and divisive, especially if it leads to assumptions and judgments, generalized for an entire community. This also often limits flowering of the individual and exploration of one’s own potential and personality.

It is not surprising that the exploration of identity – one’s own and that of others – takes on prime place in a young person’s life. This is not just the time when they explore who they are, but also begin to construct who they want to be. At the same time, they are also keeping a keen eye on how others see them, and how it matches with how they would like themselves to be seen. It is in this complex inner situation that they are also exposed to conflicts and discrimination in the outside world, many of which have their root in identity issues.

Therefore it is critically important for young people to learn to navigate this complex territory of identities and be comfortable dealing with their own identity – what they choose for themselves, as well as those that are chosen for them.

**Key Focus of the Module:**

This module helps young people clarify who they are in terms of how they see themselves and how others see them; as well as learn to carve their own identity and space beyond the limitations of labels and the stereotypes that confine and divide.
SESSION 2.2.1
“Who Are You?” Identity Labels

A group activity inspired by ‘speed dating’ that explores the answer to the question “Who are you?” at multiple levels, and also looks at the various identities that society has given us in the form of ‘labels’ and those identities that we would like to create for ourselves.

Activity/Methodology: Speed Dating group activity involving identity labels

Purpose/Objectives:
► To analyse the difference between How we see ourselves vs. How others see us
► To identify and analyse the aspects of Given and Chosen Identities
► To get clarity on Who we are and Who we want to be

Time: 60 minutes

Materials: Chits of paper or post-its (min 5, max 10 per person), pins (to pin up the chits to one’s clothes), bell or whistle, board/chart, markers for writing, board pins

Note for the Facilitator and Activity Instructions:

Divide the group into two, forming two concentric circles, with members of the two circles facing each other.

When the facilitator blows the whistle/rings the bell, the members in the inner circle remain stationary, while those in the outer circles will move one step to their right forming a new pair in each round.

When the game starts, the facing pairs ask each other the question “who are you” for which the response is to be given in one word (or a phrase at most), spontaneously, without thinking. The questioner writes the respondent’s answer (word) on one of the given chits and pins it onto the clothes of the respondent. Similarly the person in the inner circle does the same for their facing partner in the outer circle.

Each time the facilitator blows the whistle/rings the bell, the outer circle moves on to form the next pair and the same activity is repeated. The game continues till everybody in the inner circle has met those in the outer circle, or till the chits are exhausted. i.e., between 5-10 pairings based on the number of participants. Each time, a different answer is to be given, and that too spontaneously.

Once the game is done, invite everybody to the board for processing the activity and look deeper at the responses it evoked.
Ask the participants to ramp walk towards the board displaying their labels and then put them up in clusters of similar labels.

The labels and clusters may include a wide range – name, gender, nationality, thoughts, views, occupation, relationships, qualities and attributes, ‘human being’, identification with elements of nature, ‘formless’, ‘life’, etc. Invite the participants to take a look at the clusters on the board and open the house up for any observations, clarifications, comments etc. The facilitator may also group the identity clusters into ‘given’ and ‘chosen’ identities and discuss the same. [Refer to Tips section.]

Invite the participants to share about how they found the activity and how easy or difficult it was to come up with one-word / phrase descriptions of themselves. Some guidelines for the discussion are given in the “Additional Tips for the Facilitators” section.

Help the participants compare and contrast these words with the words and images they had put up of themselves in the Self-Exploration sessions. Were they similar or different? Why or why not?

You may draw the discussion to a conclusion by observing that much as our identity is what we know and understand and develop ourselves to be, the way others view us is also an important part of our identity and cannot be ignored. Above all, there is a ‘self’ beyond these identity labels that we will explore further in the next session.

Summary of Key takeaways:

► We are a combination of how we see ourselves and how others see us

► We carry both given and chosen identities but need not be limited by our identity labels

► There is a larger self (as an observer) that can choose the identity to take on at any given point in time.

Additional Tips for the Facilitators:

► There may be several interesting observations that might come up:

► Most people may have identified themselves with their name and felt that best described them in one word. But YOU may also draw attention to the fact that the name often carries several other identities within it – sex, religion, region, caste, etc.

► It would be interesting to see that generally there are more people identifying themselves as ‘girl/woman’ than ‘boy/man’ (assuming a mixed group with balanced numbers). This probably reflects the fact that considering the odds against them in society, women are required to be more aware of their gender at all times
than men. Pay attention to how many identified themselves on the basis of their religion or caste. Discuss how it is especially significant because religion and caste identities are the basis for many of the social conflicts in the world today. In case this does not come up, you may have a discussion on whether because we are associated with the social development sector, we are conscious about not bringing these identities into play, or whether it is a reflection of the changing times where increasingly, young people these days do not see the relevance or significance of religion and caste as primary identities. [However, it is important to also clarify that just because these identities are not stated or explicit, does not mean the divide of privileges and discrimination does not exist. Even choosing not to be conscious of your caste or religious identity is a privilege everybody cannot afford.]

- There may also be some interesting metaphorical labels which may require some clarification and spark discussion. For example, ‘God’ or ‘screwdriver’

- The most revealing insights come when we compare the pinups from the earlier self-exploration module on one side of the room with the labels from the Identity session we pinned up on the other side. It’s likely they may be very different from each other though the people whom they describe are the same. YOU may lead a discussion about how the answer to “Who am i” is so different from the answer to “Who are you” and how the latter answer also changes depending on the context and person asking it.

- YOU may discuss further in detail about what determines these responses, about ‘given’ (those that I have been born with or given to me by society) and ‘chosen’ (those identities that I have chosen to associate with or created for myself), ‘assumed’ (that I have accepted/internalized) and ‘ascribed’ (that others have given/thrust upon me) identities.

- Last but not the least, this exploration can get progressively deeper and take a lot of time, if one is not careful. It is best to keep in mind time limitations if any, and work backwards, assigning time accordingly for each sharing. Alternatively, the sharing may be split into two or more batches, with one batch freely sharing their stories each evening, without YOU having to artificially impose time restrictions.
SESSION 2.2.2
Identity and Stereotypes

This activity highlights the multiple dimensions of our identities. It addresses the importance of individuals self-defining their identities and challenging stereotypes.

**Activit /Methodology:** My Multi-Identity Self

**Purpose/Objectives:**

- To identify the multiple identities we carry
- To recognize the distinction between belonging to an identity group (given) and identification with the identity (choice)
- To identify stereotypes that strengthen or weaken our sense of self
- To acknowledge the self that is beyond the limited identity labels

**Time:** 60 minutes

**Materials:** Copies of the ‘Circles of My Multi-Identity Self’ and ‘I am but I am NOT’ sheets and pens for each participant

**Note for the Facilitator and Activity Instructions:**

Ask participants to pair up with somebody they do not know very well. Invite them to introduce each other, and then follow these steps:

1. Ask participants to write their names in the centre circle. They should then fill in each satellite circle with a dimension of their identity they consider to be among the most important in defining themselves. Give them several examples of dimensions that might fit into the satellite circles: female, athlete, Muslim, brother, SC, student, Tamilian, middle class, etc.

2. In their pairs, have participants share two stories with each other. First, they should share stories about when they felt especially proud to be associated with one of the identifiers they selected. Next, they should share a story about a time it was particularly painful to be associated with one of the identity dimensions they chose.

3. The third step will be for participants to share a stereotype they have heard about one dimension of their
identity that fails to describe them accurately. i.e., the stereotypical attribute is not applicable to them even though they carry that identity. Ask them to complete the sentence at the bottom of the hand-out by filling in the blanks:

“I am (a/an) ____________ but I am NOT (a/an) ____________.”

Provide your own example, such as “I am a Hindu, but I am NOT against beef-eaters.” “I am a Muslim, but I do NOT have 3 wives.” “I am a lesbian, but I am NOT confused.” Instructions for steps 1, 2, and 3 should be given at once. Allow 8-10 minutes for participants to complete all three steps, but remind them with 2 minutes remaining that they must fill in the stereotype sentence.

4. Probe the group for reactions to each other’s stories. Ask whether anyone heard a story she or he would like to share with the group. (Make sure the person who originally told the story has granted permission to share it with the entire group.)

5. Advise participants that the next step will involve individuals standing up and reading their stereotype statement. You can either simply go around the room in some order or have people randomly stand up and read their statements – aloud and boldly. Make sure that participants are respectful and listening actively for this step, as individuals are making themselves vulnerable by participating. Start by reading YOUR own statement.

This part of the activity can be extremely powerful if YOU introduce it energetically. It may take a few moments to start the flow of sharing; so allow for silent moments.

6. Several questions can be used to process this activity:

► How do the dimensions of your identity that you chose as important differ from the dimensions other people use to make judgments about you?

► Did anybody hear somebody challenge a stereotype that you once bought into? If so, what?

► How did it feel to be able to stand up and challenge your stereotype?

► (There is usually some laughter when somebody shares commonly clichéd stereotypes such as “I am a Muslim, but I am not a terrorist” or “I am gay, but I am not a fashion designer.”) I heard several moments of laughter. What was that about?

► Where do stereotypes come from?

► How can we eliminate them?

Summary of Key takeaways:

► We all carry multiple identities, some of which come with stereotypes that weaken our self and some that give us strength.

► Identifying with the characteristics of an identity group or not is a choice we can make.
We need to strengthen the Self that is beyond the limited identity labels.

Additional Tips for the Facilitators: The third step of completing the statements can be very powerful, but equally overwhelming for some. Support and encourage the participants to share, and also ensure there is a respectful and empathetic atmosphere of listening that is created.

Some powerful statement examples that came from young people are:

► I am a feminist, but I am NOT a man hater!
► I am from the North East, but I am NOT an ‘easy’ girl!
► I am an NGO worker, but I do NOT work for free!
► I am sexually active, but I am NOT a ‘slut’!
► I am a homeless person, but I am NOT a beggar!
► I am from South India, but I do NOT eat idly and dosa for lunch and dinner every day!

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**CIRCLES OF MY MULTI-IDENTITY SELF**

**Centre Circle:** Your Name

**Satellite Circle:** Aspects of your Identity that are an important part of you/your life

► A Time when you were especially proud (appreciated/happy) to identify with one of the identity words above
► A time when it was especially painful/shameful (ignored/demeaned) to be identified with one of the identity words above.
I AM ____________

BUT I AM NOT ____________

AND I AM ______

__________
Values are often thought of as our internal compass that gives direction to our lives and decisions. Values are things we hold dear, though often the ‘things’ we talk about only represent the intangibles we hold dear – like honesty, love, friendship, care, non-violence etc. Though our values guide most of our life choices, often we function in auto-pilot mode based on socialisation and habit patterns without checking if our choices and actions are indeed in sync with our core values. Therefore, it is necessary to periodically evaluate and clarify our core values.

Understanding one’s values is especially significant for the young people as they are in the stage of life wherein they are involved in exploring such values. Young people tend to question the existing scheme of things and are keen to understand the core reasons why certain patterns and behaviours are maintained and sustained over time, and if they are not convinced, they take it upon themselves to overthrow and change the order and establish a new set of values.

This module seeks to enable an understanding of the concept of values, identification and prioritisation of values and explore how values influence our decisions and choices in life.

**Key Focus of the Module:**

Participants to understand the abstract concept of values in real terms and identify the internal values and priorities that are core to an individual and guide them in decision-making.
SESSION 2.3.1
Concept of Values

A short activity to introduce and define the concept of “Values”

Activity/Methodology: Illustrative Discussion

Purpose/Objectives:
► To introduce and define the concept of values and list values

Time: 30 minutes

Materials: Chart paper and markers or board and chalk; currency notes and coins of various denominations

Note for the Facilitator and Activity Instructions:

Scatter on the table, coins and currency notes of various denominations and invite a volunteer to come and choose one that they would like to take for themselves.

Once they have chosen, ask them why they chose it. If required, guide them to articulate if it may have been because it was of the highest value. (likely)

Explain that in this instance, value refers to the worth of each coin or bill. But money is just one way of measuring value. Ask the group for other examples of what has value.

If the group only lists tangible things or things with monetary value, ask for examples of intangibles that cannot be seen or touched or bought but that have value / are valuable. (Answers might include things like status, good grades, love, honesty, friendship, kindness, hard work, and talent.) List responses on the board and add, if necessary, any important intangibles that you feel the participants may have forgotten.

Explain that value has several meanings. One is the monetary worth of an object or item, i.e., how much someone would actually pay for it or, perhaps, how much it would cost to replace it. Another meaning is a more personal measure of worth, such as how important the things, beliefs, principles or ideas are to an individual. Different people value intangible things differently, meaning they have more or less value to each individual. the ideals, beliefs and principles that are of worth to an individual, shapes their values. Our values help define who we are and help determine our behaviour.

Take a few examples from the participants and share some of YOUR own (refer Tips section.) Close by summarizing the key points as below.
Summary of Key takeaways:

► Values are what we hold dear, that are important to us.

► Our values are things we believe in and are willing to stand up for.

► Values themselves are intangible and deep-rooted in our hearts and minds, but may be represented by tangible people, places or objects.

► Our values guide our behaviour and many of our life decisions.

Additional Tips for the Facilitators:

YOU may prepare examples of tangibles and intangibles with value beforehand. YOU may also carry pictures to show both tangible and intangible value – for example,

► a father hugging his daughter;

► grandson touching the feet of his grandparents;

► Gandhiji preserving his tiny pencil;

► Gandhiji using non-violence in his fight against the British;

► a home-maker cooking for the family;

► friends holding hands;

► a soldier defending his motherland;

► a baby laughing as it is thrown up in the air trusting that the mother will hold it, etc.
SESSION 2.3.2
What do I value

A short introduction to prioritisation to explore what one as a young person really values.

Activity/Methodology: Prioritising what I value as a young person

Purpose/Objectives:
► To practice choosing and prioritisation of needs
► To identify the values behind our choices

Time: 30 minutes

Materials: Small ball, or a ball made of crushed newspaper; envelope with chits of paper with the items written – one envelope for each participant, A4 sheets (1 per person), tape or glue, stapler and pins, Chart paper and markers or board and chalk

Note for the Facilitator and Activity Instructions:

Start with a small game. Ask all participants to stand in a circle. You will throw a ball towards any one of them and ask a question. The person has to catch the ball and answer the question. They then throw it back to you (the facilitator) and you may then throw it to another person and so on. You may also ask all the other participants to also answer all the questions for themselves, in their mind. But only the person with the ball answers aloud.

Sample questions are given below:

1. You have a free day, with no school, no work, and no responsibilities. What would you most like to do with that day?

2. What would you buy if i suddenly gave you Rs.500 that you have to spend in the next 2 hours?

3. Think of an adult who inspires you. Without mentioning any names, what is the one thing you respect most about this person in your life?

4. Your house is on fire and you can only save three things, what would you save? (Assume that all the people and animals are already safe from the fire.)

5. If you could change one thing in your household / family, what would it be?

6. If you were trapped on an uninhabited island with one other person, who would you want the other person to be? Why?
7. If you could change one thing about the world, what would it be?

Having set the ball rolling (quite literally!) and giving them an introduction to choosing and prioritising, move on to the main activity.

► Explain that for this activity, the participants will choose among several intangible items, rating which they value the most, second most, all the way to which they value least (comparatively).

► Go over the instructions for the activity

1. I will give each of you an envelope containing 20 strips of paper. Each strip has the name of something intangible written on it. Arrange these strips so that what is of most value to you is on top and what is of least value is on the bottom.

2. Move the strips around until the ranking matches how you really value them. Then staple or glue your strips in the correct order to the piece of blank paper I will give you.

3. This may be somewhat difficult because you can have only one top priority. Sometimes, we do have conflicting priorities. You must just do the best you can.

► Distribute one envelope and one piece of blank paper to each participant. Ask participants to begin. Go around the room, offering help if anyone who is having trouble understanding what it is YOU asked. Caution the adolescents to work slowly and think carefully about each item.

► When all or most of the participants are finished, conclude the activity using the discussion points below.

1. What were the top three or four items you selected?

2. Was it easier to choose the things you value the most or the least? Why?

3. Were there items on the list that you had never really thought about before? Which ones?

4. Were you surprised by your completed list of values? Why or why not?

5. How do your rankings differ from that of your friends?

6. How do you think your ranking of values would compare to your parents’ ranking?

Next, help the participants identify the core values behind the items they chose. For example,

“Succeeding at hard tasks without getting help” could indicate Self-reliance as a value.

“Travelling to unexplored places” could indicate Adventure or Curiosity as a value.

“Trying to put in my best/deliver the best” could refer to the value of Excellence.
Similarly, help them identify key words that symbolise a particular value.

Once they have understood how to identify the value words and how the values translate into day-to-day choices and preferences, move to the next activity.

**Summary of Key takeaways:**

- **Values are neutral – neither good nor bad.**
- **We often prioritise our values while making life choices.**
- **Many of our life choices have our priority values at the core, whether we may be conscious of it or not.**
- **Our values are things we have chosen freely—no one else can force us to choose our values, although our family, friends and others can certainly influence us.**

**Additional Tips for the Facilitators:**

Make chits/strips of options out of the following table for each of the participants.

Feel free to add or modify points based on the local context of the participants.

It would be good to identify and list beforehand the values behind each of the choices listed.

<table>
<thead>
<tr>
<th>Looking good</th>
<th>Making my family proud of me</th>
<th>Completing my education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finding the right person to love</td>
<td>Succeeding at hard tasks without getting help</td>
<td>Doing something for others / that makes a difference in my community</td>
</tr>
<tr>
<td>Living according to my religious beliefs/cultural traditions</td>
<td>Being beautiful or handsome</td>
<td>Being a trustworthy friend</td>
</tr>
<tr>
<td>Eating healthy food</td>
<td>Making a lot of money</td>
<td>Becoming famous</td>
</tr>
<tr>
<td>Finding a career that I really like</td>
<td>Travelling to underexplored places</td>
<td>Telling the truth</td>
</tr>
<tr>
<td>Being up to date in style/fashion</td>
<td>Having others respect me</td>
<td>Trying to put in my best / deliver the best</td>
</tr>
<tr>
<td>Taking up challenges</td>
<td>Never saying ‘No’ to anybody who asks for help</td>
<td>(fill in the blank)</td>
</tr>
</tbody>
</table>

*(fill in the blank)*
SESSION 2.3.3
Prioritise your values – Values Auction

A mock auction exercise that helps participants reflect on the values that they hold most dear through a process of prioritization.

Activity/Methodology: Values Auction

Purpose/Objectives:

► To rank the importance of various personal values for oneself
► To recognize our core values that we hold dearest is repetitive

Time: 45 minutes

Materials: List of values, paper, pens for each participant

Note for the Facilitator and Activity Instructions:

Write out the attached long list of Values on the Board or prepare a flip chart in advance. Give out a sheet of paper and pen to each participant.

Give the following instructions:

Out of the long-list put up on the board, choose your top 10 values and write them down

Now, out of the 10, pick your top 5 values. Strike off the rest

Now out of the chosen 5 values, pick your top three (circle them) and rank them in order – 1 being the most important value that you hold dearest, 2 being a little less important and 3 being least important of the three top ones.

Invite them to share their lists with the larger group. Observe the similarities and differences. YOU may take up the responses of a few participants and rank them on the flip chart using different coloured markers.

Facilitator to draw attention to the fact that our long lists may have more similarities of values, which means we value similar things. However, the priority we give to certain values may be different and that is where differences in decisions and choices arise. Emphasise that there is no right or wrong when it comes to values, it is just different priorities that result in different stances.

Close by summarizing the key take-aways.

Summary of Key takeaways:

► Values are neither right nor wrong. It is simply what a person considers important.
Values help in decision-making and the prioritized values often underlie many of our decisions.

They are the criteria for deciding what we feel is right/wrong and that is how we take stances.

Values are formed by personal experience and culture, and may change with time, experience and situations.

Different people may have different values, even if we don’t agree, we should respect them.

We may have common values but differences come up in the way we prioritise them.

Additional Tips for the Facilitators:

A sample list of values is provided as follows:

- Humour
- Participation
- Passion
- Ambition
- Collaboration
- Efficiency
- Service
- Power
- Choice
- Excellence
- Connectedness
- Freedom
- Romance
- Recognition
- Spirituality
- Harmony
- Friendship
- Perfection
- Integrity
- Peace
- Creativity
- Learning
- Honesty
- Independence
- Success
- Nurturing
- Joy
- Adventure
- Beauty
- Authenticity
- Excitement
- Challenge / Risk Taking
- Fame / To Be Known
- Happiness
- Growth
- Trust
- Money
- Love
- Knowledge
SESSION 2.3.4
Values and Decision-making

This case study exercise involves examining the value dilemmas in familiar situations in young people’s lives and reflecting on similar dilemmas in one’s own life.

**Activity/Methodology:** Values Dilemma Case Situations & Personal Reflection

**Purpose/Objectives:**
- To recognize how values influence decision-making
- To acknowledge that there are no right or wrong values, only choices and consequences.

**Time:** 60 minutes

**Materials:** Chits with different situations

**Note for the Facilitator and Activity Instructions:**

Inform the group that we will be looking at value dilemmas in familiar situations in young people’s lives in this session. The facilitator to prepare chits with various value dilemma case situations beforehand and place them on the table face down.

Some sample situations are given below:

1. Your boyfriend wants to meet you at a time that you have already committed to go out with your friends. Who do you go with?

2. You are getting late for the school assembly but a one-way sign has been placed on the road to the school. The other route is a circuitous one and will take a lot of time and the auto driver will charge you extra. Do you ask the auto driver to drive in the one-way for a short distance to make it in time? There is the risk of a police challan (payment of a fine), as also of any of the teachers spotting you breaking traffic rules. Or do you ask him to take the round-about route at the risk of reaching late and paying extra? There is also the possibility that you might be punished for coming late.

3. You know your elder brother is lying to your parents about why he came home late last night. Do you tell the truth in front of your parents or not?

4. You know your parents are keen to find a good bride/groom for you and perform an arranged marriage. You respect your parents’ wishes, but you are fascinated by the idea of love marriage and the prospect of finding
your own partner. Given this, what would you opt for - Love Marriage or Arranged Marriage?

Invite a volunteer to come and pick a chit and read the situation aloud.

Give everybody 5 minutes to think through their responses of what they would choose to do in that situation. They should not rush to just indicate their choice and the reason behind it, but take it one step at a time, first identifying the various options available and the values that are in conflict behind each option available to them (not just the one they chose) and then indicate their preferred choice and reason.

Invite the participant who reads aloud the chit to share their response first. Then invite two or three other responses from the other participants in the room.

Jot down the various options that come up and the corresponding values behind them.

Do the same for the other situations.

Draw attention to the fact that sometimes people may choose the same option, but the values behind them might be different. Similarly, people might choose different options, but on the basis of the same values.

Also that sometimes more than one value is in question for each option. But the choice then depends on the priority or weightage placed on a particular value in comparison to other values.

Invite everybody to look at the board in silence and reflect on the following:

Reflect on your own choices and stances and how it is guided by the value you hold dear. The stance /decision of somebody else may differ based on what they hold dear. That is the reason we all behave differently and make different choices in our lives.

Ultimately, there is nothing right or wrong about a decision, so long as we have been true to our values and are ready to take responsibility for our decisions/actions and face the consequences that ensue.

Once this is done, ask the participants to reflect back on some similar dilemmas /value conflicts in their own lives on which they have taken or need to take a decision. Invite those who are ready to share their situations, while helping them identify the values in conflict.

Summary of Key takeaways:

► Each of us takes decisions and stances based on the values we hold dear, whether consciously or unconsciously.

► We may take the same stances, but the underlying reasons and values might be different or we may take different stances despite our values being similar.
Often, we work in auto-pilot mode and quickly make choices/decisions based on past experience, habit patterns or deep-rooted value prioritizations that we are not aware of. It is useful to step back and identify the various choices and values behind them, and observe the patterns and preferences that emerge and then choose the option that is guided by our internal value prioritization. We are likely to be more at ease with decisions that are in alignment with our core values.

Ultimately, there is nothing right or wrong about a decision, as long as we have been true to our values and are ready to take responsibility for our decisions/actions and face the consequences that ensue.

Prioritization of our values may change over time or with circumstances.

Additional Tips for the Facilitators:

If the group is mature enough, encourage a nuanced understanding of the multiplicity of values behind these choices.

For e.g., Telling the truth to your parents about your brother could be out of ‘Honesty’, ‘Love’ and ‘Respect for parents’, or ‘Obedience’, but may equally be out of ‘Love for the brother’ (helping his ‘Learning’ from his mistake) or out of ‘Care and Concern’ for his ‘Safety’.

▲ Coming together to rewrite youth voices- feedback sharing session on Youth Adda with college students from Delhi
Working with Others

Module 4: Conflict Management

In the previous module we discussed internal value conflicts – i.e., clash of values within us requiring us to prioritize and choose. However, it gets even more complex when different individuals with their own ecosystem of values and priorities interact in common situations. With seemingly competing needs, interests and priorities, and also feelings coming into the picture, it could give rise to conflicts.

Conflicts are of many kinds as we will see in the sessions ahead. Young people, especially, are faced with a lot of inner conflict and turmoil, which only gets exponential when more parties are involved. Struggle for freedom with parents, conflicts with views and opinions of others, defiance and rebellion against traditions and rules of society, competition with peers, conflict of expectations in relationships, misunderstandings and disagreements between friends are just some of the several interpersonal conflicts that young people need to deal with every day. This is aside of the larger social conflicts related to identities of caste, class, gender or religion that also have their place in the lives of young people carrying these identities. Thereby, understanding that conflicts are an integral part of life, (and not necessarily ‘bad’), it is important for young people to learn to handle conflicts and learn the skills and right attitudes necessary to deal with conflicts positively.

Key Focus of the Module:

In this module, Participants explore the concept of conflicts and the kinds of conflicts, and identify the various modes of addressing conflicts. They also learn to look at conflicts in a healthy and positive way, while self-assessing their preferred mode of handling conflict.
SESSION 2.4.1  
Values and Decision-making

This session enables the participants to develop a healthy understanding of the term ‘conflict’ and the different types of conflict.

Activity/Methodology: Brainstorming and discussion

Purpose/Objectives:
- Understanding conflict and its functions
- Identify the different kinds of conflict and what causes them

Time: 30 minutes
Materials: Chart/Board and Markers

Note for the Facilitator and Activity Instructions:

In the previous module, we saw the conflict or clash of two or more values of a person. This was an intra-personal conflict, or a conflict of values within one individual. But there could be conflicts between two or more individuals as well, or even two or more communities, countries, ethnicities etc.

Can you name different kinds of conflict you have heard of?

As they share examples, you may list and classify them as:

- Interpersonal (between two or more persons)
- Familial (between two or more families)
- Social and political (between different social classes or ideologies)
- Communal or caste-based (based on religion, faith or caste)
- Linguistic/regional/cultural (on the basis of language or regional and cultural traditions)
- Racial/ethnic (on the basis of race or ethnicity)
- Gender (on the basis of gender)
- Economic conflict (for resources and opportunities)
- Human-animal conflict (poaching, or where...
humans destroy animal habitats and animals enter human settlements)

Conflict with nature (excessive deforestation, mining etc. resulting in effects like floods or global warming).

Ask the following questions to initiate a discussion:

*Do you think conflicts are good or bad?*

*Why do conflicts arise?*

*Do we need to avoid conflicts? Can we always avoid conflict?*

*What could be ways of dealing with conflicts in a healthy way?*

YOU may contribute to the discussion based on the brief below and summarise with the key takeaways:

Conflicts are thus, part and parcel of life at various levels (including within oneself). The essence of conflicts is in diversity of ideas, interests, wishes and needs – and can arise from opposing material interests (land, property, money, power), ideology (values and beliefs systems) or identity (caste, class, religion, nationality) of different parties in conflict. Conflicts are bound to exist so long as there are differences of thoughts, ideas, priority values and needs. Sometimes the conflicts may not be visible, or be suppressed and hidden, but that does not mean the conflict does not exist as the tension would still exist and may show up or erupt at any time.

Conflicts are not inherently ‘bad’ or ‘negative’, though they may have negative consequences, if not dealt with properly. Conflicts can also be positive, in the sense that they point to lacunae and gaps, opening up the potential to address them and bring about change for the better.

Hence, it is useful to understand conflicts better and know ways of dealing with them in a healthy manner.

Summary of Key takeaways:

- Conflicts are an unavoidable part of life and hence, we need to learn to deal with them in a healthy manner.

- Conflicts may be at different levels – between individuals, groups and ideologies; and based on a range of factors – social, political, racial, economic, environmental

- Conflicts are not necessarily always ‘bad’. When viewed and dealt with positively, they could provide opportunities for growth and strengthening of relationships.
SESSION 2.4.2
Modes of handling conflict

This session enables the participants identify their own preferred mode among the various modes of conflict handling through the Thomas-Kilmann Conflict Handling Modes Inventory.

Activity/Methodology: Thomas Kilmann Conflict-handling modes Inventory

Purpose/Objectives:
► Identify the various modes of handling conflict
► Assess own preferred mode of handling conflict

Time: 60 minutes

Materials: Plain white sheet or notepad for each person, Copies of Thomas Kilmann Conflict Modes Instrument and Scoring sheets for each of the participants, Pens

Note for the Facilitator and Activity Instructions:

Based on the previous session, ask the participants to think of any interpersonal conflict in their lives. Ask them to write down the conflict and how they have tried to deal with it so far, all that they have done to address it (including ignoring or avoiding it). Once written, ask them to set it aside and that they will come back to it later.

Tell the participants that they are going to do a simple test to self-assess how they respond during conflicts.

Distribute the instrument and explain the instructions for administering it. (Refer Handout 1)

Once they have filled it, help them with the scoring. (Refer Handout 2)

Ask a few volunteers to share their scores and discuss the interpretation. (Refer Handout 3)

Check with the participants if they found that the results of the test match with their own perception of their general conflict handling behaviour. Invite participants to share their examples of real conflict situations and identify the modes they adopted to address them.

If somebody is surprised or unhappy with the results of the test, clarify that this is only an indicative instrument that points to certain tendencies based on the responses provided, and therefore they may choose to agree or disagree with the findings. However, the findings are meant to indicate trends that we
may otherwise not be aware of, thereby helping us relook at our behaviours and be more conscious about our responses in times of conflict.

Have a discussion on:

What insights about yourself you were able to gain from this exercise?

What changes can you bring about in future responses to conflicts, based on these findings/insights?

If time permits, invite participants to refer back to their real-life conflict examples and see what could be alternative strategies of addressing the conflict by looking at their own preferred mode or other modes that may be helpful.

Summary of Key takeaways:

► There are several ways we respond to conflicts in our lives depending on the importance of the conflict for us and the parties, stakes and issues in consideration.

► The Thomas Kilmann Instrument explores our responses to conflicts along five conflict-handling modes. Each of us is capable of using all five conflict modes, and none of us can be characterized as having a single rigid style of dealing with conflict.

► However, because of personality traits or by habit, individuals tend to use one or two modes at a greater frequency than the others. Conflict resolution tools that a person employs can be selected based on the personal preference and the requirements of the situation.

► In this type of test, there are no “right” answers. All five modes of handling conflict are useful in various situations, and each represents a set of useful social skills.

► The effectiveness of any handling any conflict depends on the requirements of the conflict and the skill that is employed.

► Refer to Handout 3 to summarise which mode is suited to what situation.

Additional Tips for the Facilitators:

Sometimes, participants may be looking for a ‘correct answer’ or ‘desirable response’ and may be disappointed when the test results do not point to the desired response. It is important to emphasise that there is no universal correct response, and the best response in a specific situation could vary from person to person.

It is important to clarify that some of these words like ‘Collaboration’ and ‘Competition’ are loaded terms and when used casually in common parlance, they may carry a different meaning. In general, it is said that we live in a cut-throat competitive world and hence children are taught to compete in order to win/succeed. It is important to clarify here that winning is not always about
competition and there are other ways to ‘win’ and resolve the conflicts.

Similarly, in certain circles, especially in the social sector, ‘competition’ may be seen as a ‘bad’ word and ‘collaboration’ may be seen as the ideal virtue. While it is true that collaboration is geared towards a win-win, and this needs a chance, it may not always be possible. At times, competitive strategies in terms of dharnas and protest demonstrations may be essential to stand up for one’s rights. Hence, it is important to not pre-decide certain modes to be ‘good’ or ‘bad’.

**Handout 1 | Thomas Kilmann Conflict-Handling Modes Instrument**

Consider situations in which you find your wishes differing from those of another person. How do you usually respond to such situations?

On the following pages are several pairs of statements describing possible behavioral responses. For each pair, please circle the “A” or “B” statement which is most characteristic of your own behavior.

In many cases, neither the “A” nor the “B” statement may be very typical of your behavior, but please select the response which you would be more likely to use.

1. A. There are times when I let others take responsibility for solving the problem.
   B. Rather than negotiate the things on which we disagree, I try to stress those things upon which we both agree.

2. A. I try to find a compromise solution.
   B. I attempt to deal with all of another’s and my concerns.

3. A. I am usually firm in pursuing my goals.
   B. I might try to soothe the other’s feelings and preserve our relationship.

4. A. I try to find a compromise solution.
   B. I sometimes sacrifice my own wishes for the wishes of the other person.

5. A. I consistently seek the other’s help in working out a solution.
   B. I try to do what is necessary to avoid useless tensions.

6. A. I try to avoid creating unpleasantness for myself.
   B. I try to win my position.

7. A. I try to postpone the issue until I have had some time to think about it.
   B. I give up some points in exchange for others.

8. A. I am usually firm in pursuing my goals.
   B. I attempt to get all concerns and issues immediately out in the open.

9. A. I feel that differences are not always worrying about.
   B. I make some effort to get my way.

10. A. I am firm in pursuing my goals.
    B. I try to find a compromise solution.

11. A. I attempt to get all concerns and issues immediately out in the open.
B. I might try to soothe the other’s feelings and preserve our relationship.

12. A. I sometimes avoid taking positions which would create controversy.
B. I will let another have some of their positions if they lets me have some of mine.

13. A. I propose middle ground.
B. I press to get my points made.

14. A. I tell another my ideas and ask them for theirs.
B. I try to show him the logic and benefits of my position.

15. A. I might try to soothe the other’s feelings and preserve our relationship.
B. I try to do what is necessary to avoid tension.

16. A. I try not to hurt the other’s feelings.
B. I try to convince the other person of the merits of my position.

17. A. I am usually firm in pursuing my goals
B. I try to do what is necessary to avoid useless tensions.

18. A. If it makes the other person happy, I might let them maintain their views.
B. I will let the other person have some of their positions if they let me have some of mine.

19. A. I try to get all concerns and issues immediately out in the open
B. I try to postpone the issue until I have had some time to think it over.

20. A. I attempt to immediately work through our differences
B. I try to find a fair combination of gains and losses for both of us.

21. A. In approaching negotiations, I try to be considerate of the other person’s feelings.
B. I always lean toward a direct discussion of the problem.

22. A. I try to find a position that is intermediate between mine and another person’s
B. I assert my wishes.

23. A. I am often concerned with satisfying all my wishes.
B. There are times when I let others take responsibility for solving problems.

24. A. If the other’s position seems important to them, I would try to meet their wishes.
B. I try to get the other person to settle for a compromise.

25. A. I try to show the other person the logic and benefits of my position.
B. In approaching negotiations, I try to be considerate of the other person’s wishes.

26. A. I propose a middle ground.
B. I am nearly always concerned with satisfying all my wishes.

27. A. I sometimes avoid taking positions that would create controversy
B. If it makes the other person happy, I might let them maintain their views.

28. A. I am usually firm in pursuing my goals.
   B. I feel that differences are not always worth worrying about.

29. A. I propose middle ground.
   B. I feel that differences are not always worth worrying about.

30. A. I try not to hurt the other person’s feelings.
   B. I always share the problem with the other person so that we can work it out.

**Handout 2 | Scoring the Thomas-Kilmann Conflict Mode Questionnaire**

For each of the question numbers, circle your response (A or B) in the table below, corresponding to what you have circled in the Inventory sheet.
Your profile of scores indicates the repertoire of conflict handling skills that you possess and use in conflict situations.

**Handout 3 | Interpreting Your Scores**

One of the most often asked questions is “What are the right answers?” In this type of test, there are no “right” answers. All five modes of handling conflict are useful in various situations, and each represents a set of useful social skills. Listed below examples:

**Collaboration:** “Two heads are better than one.”

**Accommodation:** “Kill your enemies with kindness.”

**Compromising:** “Split the difference.”

**Avoiding:** “Leave well enough alone.”

**Competing:** “Might makes right.”

The effectiveness of any handling any conflict depends on the requirements of the conflict and the skill that is employed.

Each of us is capable of using all five conflict modes, and none of us can be characterized as having a single rigid style of dealing with conflict. However, because of personality traits or by habit, individuals tend to use one or two modes at a greater frequency than the others. Conflict resolution tools that a person employs can be selected based on the personal preference and the requirements of the situation.

The following information may help you judge how appropriately you use the five methods of conflict resolution.

1. **Competing is best used:**
   a. when quick decisive action is vital; e.g., emergencies
   b. with important issues where unpopular courses of action need implementing, such as cost cutting, or enforcing unpopular rules and discipline
   c. with issues vital to company welfare when you know you are right
   d. to protect yourself against people who take advantage of you.

2. **Collaborating is best used:**
   a. to find an integrative solution when both sets of concerns are too important to be compromised.
   b. when your objective is to learn; e.g., testing your own assumptions, understanding the views of others.
   c. To merge insights from people with different perspectives on a problem.
   d. to gain commitment by incorporating other’s concerns into a consensual decision.
   e. to work through hard feelings which have been interfering with an interpersonal relationship.

3. **Compromising is best used:**
   a. when goals are moderately important, but not worth the effort or potential disruption of more assertive modes.
   b. when two opponents with equal power are strongly committed to mutually exclusive goals; i.e., as in labor management bargaining.
c. to achieve temporary settlements to complex issues.

d. to arrive at expedient solutions under time pressure.

e. as a backup mode when collaboration or competition fails to be successful.

4. **Avoiding is best used:**

   a. when an issue is trivial, of only passing importance, or when other more important issues are pressing.

   b. when you perceive no chance of satisfying your concerns; e.g., when you have low power or you are frustrated by something that would be very difficult to change (national policies, someone’s personality).

   c. when the potential damage of confronting a conflict outweighs the benefits of its resolution.

   d. to let people cool down; i.e., to reduce tensions to a productive level and regain perspective and composure.

   e. when gathering more information outweighs the advantages of an immediate decision.

   f. when others can resolve the conflict more effectively.

   g. when the issue seems tangential or symptomatic of another more basic issue.

5. **Accommodating is best used:**

   a. when others can resolve the conflict more effectively.

   b. when the issue is much more important to the other person than to yourself - to satisfy the needs of others, and to show you are reasonable.

   c. to build up social credits for later issues which are important to you.

   d. when continued competition would only damage your cause, i.e., when you are outmatched and losing.

   e. when preserving harmony and avoiding disruption are especially important.

   f. to aid in the managerial development of subordinates by allowing them to experiment and learn from their own mistakes.
In general, the word ‘leader’ conjures up images of ‘ideal role models’ and famous personalities including political and business leaders who have risen above the rest and achieved ‘success’. While it is true that they have exhibited leadership qualities which have gained them respect and attention, it is also a fact that there are many people around us, who exhibit exemplary leadership qualities, and whose lives can be very inspiring, but their stories often go unnoticed. In fact, if we look within, we would be sure to find leadership potential within ourselves, waiting to be harnessed and developed. As young people, in everyday life, how we take decisions, how we face challenges, how we take people along, how we continuously strive towards our goals — all these determine how
good or bad a leader we make. In this module, we seek to expand the notion of leadership beyond the linear model of leader-follower to recognize leadership in everyday life. Besides discovering the leader within themselves, this would also help the young people to develop greater respect and draw inspiration from ordinary people they encounter in their communities and learn from local wisdom and silent resilience of everyday leaders.

As young people occupy greater space in society and the world, not just as learners, but as significant actors, leadership skills become very essential. The ability to drive your motivation and passion towards your vision, having courage, conviction and confidence, inspiring and taking other people along, recognizing the strengths and limitations of individuals in a group and sharing the work, taking decisions and also taking on the responsibility for the consequences, resolving conflicts and communicating effectively are just some of the aspects of good leadership. While many of these life-skills are covered in different modules, this module seeks to analyse the different styles of leadership employed while working in groups. This would be crucial to creating and sustaining a youth group, as well as in engaging youth from a community in addressing issues, balancing between people and the task.

Young people, as leaders in their own life, and taking leadership for their local communities and on larger global issues need to develop and practice leadership of a kind that is not only self-focussed and self-absorbed to maintain the power equation of the leader and follower, but leadership that is inclusive and supports and enables creation of more leaders. It is this perspective of leadership that forms the basis of this module.

**Key Focus of the Module:**

In this module, Participants analyse the various styles of group leadership and their suitability in various contexts involving taking people along towards a goal. Participants would also learn to recognize and value everyday leadership and move towards recognising and developing these leadership potentials within themselves.
SESSION 2.5.1

Group Leadership: understanding leadership styles

This session seeks to introduce three styles of leadership – Autocratic, Democratic and Laissez Faire – through a small group activity, while also looking at the characteristics and advantages and disadvantages of each style, thereby assessing their suitability in different situations.

Activity/Methodology: Group activity

Purpose/Objectives:

► to identify the various styles of leadership

► understand the pros and cons of three different styles

► identify which style is effective in which situation based on the task and people orientation

Time: 60 minutes

Materials:

Note for the Facilitator and Activity Instructions:

The first step in this training game is to divide the group into three small groups (of max 10 people). Give each group a bunch of around 50 plastic straws (the kind that you use to drink) and a packet of pins (ball pins). The task is for them to build a strong, stable and tall structure within 15 minutes.

Individually give instructions to the 3 groups:

Tell one group that they do not have a leader and yet they are expected to complete the task as per rules

Tell the second group that they have to choose a leader based on whose directions they will have to build the structure.

Tell the third group to choose a leader too, but whose task is to discuss with everybody and get their ideas and support and facilitate the building of the straw structure.

After 15 minutes the group stops the task in this training game

The groups rate each other’s structures on the basis of a) beauty and b) strength

A debrief of this training game is carried out to understand each group’s experience on the following criteria:
1. Efficient completion of task

2. Comfort level in the group process with respect to leadership behaviour

3. Comfort level in the group process with respect to team functioning

Summary of Key takeaways:

► There are different styles of leadership – democratic, autocratic and laissez faire are 3 types based on the level of autonomy/authority.

► Each style has its pros and cons and are suited in specific situations

► The leader needs to maintain a balance between task completion and people-orientation.

Additional Tips for the Facilitators:

Factors that influence the style to be used include:

► Amount of time available

► Are relationships based on respect and trust or on distrust?

► Who has the information—the leader, the team members, or both?

► How experienced are the team members and how well the leader knows the task

► Internal conflicts and how people get along in the team

► Stress levels

► Type of task – is it structured, unstructured, complicated, or simple?

► Laws or established procedures, which lays down a certain way things are to be done

▲ Interactive session with youth- Youth Adda
SESSION 2.5.2
Identifying basis of leadership and instances of leadership in everyday life

A photo-language exercise with images and stories of ordinary people showing leadership in extraordinary life situations. By identifying the essentials of leadership, the session seeks to broaden the understanding of leadership beyond the linear leader-follower model to appreciate “life leadership”

Activity/Methodology: Photo-language

Purpose/Objectives:

► Identifying the qualities of leadership using the pictures
► Broadening our understanding of leadership and recognizing opportunities and instances of leadership in everyday life
► Realising that all of us can be, and in fact, are leaders

Time: 45 minutes

Materials: 10 pictures (refer to Facilitator Tips for selection of pictures), Chart paper, markers

Note for the Facilitator and Activity Instructions:

Play a couple of rounds of the game “follow the leader”. [Here, one volunteer steps out of the room while the group decides a leader who will lead the group on actions that everybody else should repeat. When the volunteer enters the room she/he should identify the leader while the group is following the actions of the leader.]

Following the game, ask the participants to sit in a circle with their eyes closed. Ask them to think of any leader they find inspiring and what about that person inspires them. They need not share it but keep it in their mind.

Spread out all the pictures on the floor (in the centre of the circle)

Invite the participants to open their eyes and walk in a circle around the pictures while looking at them. Ask them to choose (in their mind) the picture that they find striking / inspiring.

Ensure that all the participants have looked at all the pictures and have chosen one, get them all to settle down in a circle.

Put up a chart on the wall and ask the participants to share one by one, the picture they selected and what qualities of a leader they observed in them.

Make a list of the qualities on the
chart. Ensure that all the pictures are discussed. In case one or more pictures are not selected, the facilitator may take them up and invite the group to identify the leader’s characteristics.

Invite the participants to share their thoughts on the leaders depicted in the pictures. Ask them how these are different from the leaders they had identified with their eyes closed. Ask them if there were any common characteristics of leaders between the ones they first chose and those that are listed on the board. Add if there are any new ones. Open a discussion on how leadership is conventionally viewed (one leader, many followers; leaders are born, not made; only ‘successful’ people are leaders and role-models) and how the views on what is good leadership are changing. (Refer Facilitator Tips)

Tell the participants to close their eyes once again and picture each of the leaders one by one, both conventional and non-conventional. Ask them to picture themselves as a leader and feel the leadership within them.

Invite the participants to look at the list on the board and identify for themselves 3 qualities of a good leader that they possess, and 3 that they want to further develop in themselves.

Summary of Key takeaways:

► Many of the persons depicted in the pictures are ‘ordinary’ people like you and me. Each of us has a leader in us and each of us has some of the qualities and capabilities of a leader within us.

► Leadership is not just about leading a group or speaking on various platforms. Facing challenges with courage, overcoming our fears, not giving up, going out of our comfort zone – all of these are examples of leadership in everyday life.

► The belief that only some of us can be leaders is a misnomer. The conventional views about one leader and many followers is changing, while recognizing that all of us have leadership potential, and we need different kinds of leaders emerging in different situations.

► If we are able to identify the qualities that we need to develop, it is possible to develop the same through training and other opportunities.

► It is equally important to recognize and learn from inspiring extraordinary ‘ordinary’ leaders around us.

Additional Tips for the Facilitators:

YOU may make a long-list of the qualities of a leader in advance, so that it is easy to identify or direct the group towards the key words.

For example, the following could be the list of qualities: the ability to communicate effectively, and especially, be a good listener; taking everybody along; the ability to take decisions in a timely and effective manner; facing
challenges with courage; overcoming one's own fears; the ability to respond appropriately to varying situations; risk-taking ability; not giving up easily; going out of one's comfort zone; the ability to resolve conflicts positively, etc.

While selecting pictures make sure that they represent the qualities of a leader. For example, a disabled man running a photocopy shop, a father getting his daughter admitted in school, a woman who is taking her daughter to the hospital, a Sarpanch running a Panchayat meeting, a Residents Association talking to the civic authorities for addressing local civic issues, a person filing an RTI application on road repair work, a woman collecting the remnants of her belongings after a fire in her slum, a child going in a boat across the river to attend school, etc.

Considering we are all socialized with a narrow definition of who is a leader and what constitutes good leadership, it is possible that the participants may be unable to immediately identify the leadership qualities in a particular picture. It is a good practice for the facilitator, to look at each picture and draw up YOUR lists beforehand for each picture, so that YOU are prepared for handling the session.
Human beings are social animals and our society is constructed in ways that require us to work together. Just as a car functions as one unit despite being a conglomeration of parts working in coordination, and a human body is more than just the sum of the organs and organ systems that constitute it, but requires them to work in coordination in a harmonious way, the same is true of a team of people. The traditional notion of a team being put together and held by a team leader is pass, as it is increasingly being recognised that just as there is intelligence in every cell, every member of the team brings in irreplaceable value which is what makes a team unique.

A team can achieve their group goal much more easily if they strategise correctly, make judicious use of the resources available, when responsibilities are discussed and shared among members, members are active and collaborating, and everybody’s contribution is respected, valued and optimized.

Working in teams therefore requires skills of goal-setting, taking people along, effective communication skills, leadership and motivation, conflict-handling and decision-making.

As young change-makers, young people need to not only motivate, mobilise and maintain a diverse group of young people, but also work in coordination with a range of stakeholders towards shared goals. This requires building trust, effective communication, coordination, understanding the needs and feeling of others, as well as the strengths and limitations of members, and working together as a unit. This module provides an opportunity to practice and revisit some of the team behaviours we intuitively practice and analyse them and apply them more consciously.

**Key Focus of the Module:**

Participants practice working in teams and analyse their team behaviour in terms of trust, communication, coordination and strategy and assess the behaviours that aid and that hinder working together effectively.
SESSION 2.6.1  
Working as a Team

Team games help explore different aspects of team work like group goal-setting, collaboration and cooperation, trust, communication and problem-solving. The Trust Walk is a team-building activity that helps people practice trusting each other.

Activity/Methodology: Trust Walk

Purpose/Objectives:

► To engage participants in team work situations enabling them to reflect on the important aspects of team work

► To understand the role of leadership, communication, problem-solving, goal-setting and strategizing while working in teams.

Time: 60 minutes

Materials: Blind folds for the participants, if required

Note for the Facilitator and Activity Instructions:

The Trust Walk is a common activity where a leader steers their blindfolded group around obstacles using verbal or nonverbal instructions. This is an adapted extended version of the activity with progressive levels of complexity built in. There are 2 ways you can do this activity-- either have the participants break into pairs with one blindfolded and one guiding with their voice or have them all be blindfolded with one leader. Instructions are given here for the latter.

Blind fold all the participants inside the room. (Or if the level of trust in the group is high, simply ask them all to close their eyes.) Now tell them to find each other and form a straight line of all participants. Once they form a line, ask them to double check (with their eyes closed) that ALL participants are part of the line. Ask the participants to put their hands on the shoulder or waist of the person in front to form a continuous unbroken chain. Tell them that you are now going to take them on a tour of the campus and you trust that none of them will open their eyes and will in turn trust their partners and the process. Tell them that they might get instructions from the person in front, and that when they do, they need to pass them on to the person at the back. They may also pass on requests from the back for slowing down or stopping, if required. Ask for a voice vote if they are ready and if they trust the group and the facilitator.

YOU may open the blindfold of the first person without letting the others know.
Lead the first person out of the room and into the open, asking her/him to keep calling out instructions and directions which are to be passed along the line. The first part of the walk is done with two-way communication, i.e. The participants may talk to each other and request help and support. The participants may get instructions from the front or requests from the back which need to be passed along the line.

After 3 minutes, pass on the instruction that no communication will be passed forward from the back and no other talking is allowed, except passing on the directions from the front to the immediate person behind you, in exactly the same words.

After another 3 minutes, tell them that there will be no more instructions or talking and they will need to simply sense and feel their way around with the group in total silence.

If the group is settled and focused, lead them on to a shaded spot for a debrief. Before opening the blindfolds, ask the participants to guess which part of the campus they might be in.

The debrief can be along the following lines:

► How are you feeling at the end of the exercise – once the blindfolds are open?

► How did you feel during the course of the walk? Why?

► How many opened their blindfolds or ‘cheated’? Why? (Invite the observer to share their observations.)

► Which part of the 3 phase-walk did you find easiest and which toughest?

► Which phase did you find most exciting/challenging?

► How easy or difficult was it to trust the group members with/without verbal two-way communication?

► Does it change things to know that the first person had their eyes open?

► How was the experience of the ‘leaders’ (those with eyes open)?

► How many really trusted the facilitator?

► What did you discover about yourself from the exercise? Did you realize you were more trusting or less trusting than you thought you were before the start of the exercise? (The facilitator may have the participants do a pre and post self-rating.)

► What did you learn about trust, coordination and communication in teams?

Summary of Key takeaways:

► A well-functioning team is like an organism. Just as the body has
different organs that collectively work in harmony to create an organism, similarly good team work would have all the individual team members working in harmony and coordination to appear as one single entity. It is for this reason that the Trust Walk is often also called the Caterpillar Walk, with the legs of the several individual participants working collectively as the caterpillar’s legs!

► Trust is a key requirement for working in groups. Greater the level of trust in the team, the more smoothly, swiftly and effectively the team can function.

► Trust is a two-way process – you earn trust by being trustworthy. It takes time and effort to build trust and it requires continuous work to maintain and renew the trust.

► A leader is most effective when they enjoy the trust of the team, maintain transparency in communicating goals and decisions and listen to experiences and challenges of team members and are open to learning from feedback.

► Communication is an important pre-requisite for trust and coordination. Communicating the goals clearly, discussing the roles and expectations of each member, working out the equations between different roles, openly sharing challenges and fears, and encouraging and supporting each other is essential for building trust in the team.

► It is much easier to function as a team when there is communication flowing freely, two-way or multi-way.

This allows expression of fears and constraints and arriving at ways to address them. It also helps to share challenges and invite support to meet them.

► The greater the communication initially, the more easy it is to build a foundation of trust; and with greater trust established, it becomes easier then, to function even with limited communication.

Additional Tips for the Facilitators:

Although this exercise can be conducted indoors (with hurdles of chairs etc. placed), it is much more effective outside. It is better if the facilitator identifies a probable route and a good shaded location for the debrief, beforehand. Also incorporate different levels of challenge in the route—flat paved ground, mud/grass path, in the sun, in the shade, climbing up and down stairs, U turn, incline/slope, narrow path between trees, near vehicles etc.

Regardless of the number of participants – it will be good to have at least two facilitators/volunteers to assure that a safe environment is maintained, while also observing the behaviour of the participants along the line. You may request a coordinator or staff, or a volunteer from the group to play the role and also share observations in the debrief.

At each turning point (after each 3 min phase), you may change the ‘leader’, blindfolding the current leader and bringing the last person to the front to lead the group with open eyes.
SESSION 2.6.2
Strategising and collaborating in teams

A strategy and collaboration game which also looks at the how a team needs to come together beyond individual members’ strengths and limitations to achieve the group goal.

Activity/Methodology: Stepping Stones Game

Purpose/Objectives:
- To recognize the need for working together towards achieving the group goal.
- To work in a team by building on each other’s strengths and compensating for limitations.
- To recognize the importance of strategizing and collaborating.

Time: 60 minutes

Materials: (For each 7 member team) 3 Mats, if not available, a thick mat made of a full newspaper, edges secured with tape; 7 dupattas or long pieces of cloth; chalk; and open space indoors or outdoor.

It would be good to have at least two facilitators, or one observer from each team, depending on size, to watch the group, enforce rules, and help with debrief.

Note for the Facilitator and Activity Instructions:

This game is played in an open space. The facilitator may identify a suitable place in advance.

It would be ideal to play the game in two groups of 7 each. (Max of 10 persons per group). In case there are more participants, you may invite 14 volunteers to participate, with the others taking on the role of designated observers, or as cheering squad. You may also consider having 2 rounds, with different participants.

Mark the starting and ending points about 15 feet apart, with the chalk.

Explain to the groups the rules:

You are all on one bank of an acid river and need to reach the other side (marked by chalk). The goal is to get your entire team across the river safely.

The only resource you can use is the limited number of “stepping stones” (3 mats) which will drown if nobody is touching them. The stepping stones/mats must AT ALL TIMES be in the
physical touch of a team member; else they will be burned by the acid.

If the feet or any other part of the body of any of the participants goes off the mat and touches the acid river water, that person has to go back to the shore you came from and then try again.

The team is not considered successful at the task until and unless all members are safely ashore on the other side.

Having explained the rules, check if there are any questions or clarifications. Announce that the next set of rules will be told to each team separately, as they begin strategising.

Visit each of the teams and announce that there is a twist in the game, the team members will need to complete the task with different kinds of disabilities.

► One will have their eyes blindfolded
► One will have their mouth bound
► One will have both hands tied together at the back
► Two persons will have both their legs tied together
► One will have to hold one leg with their hand and hop with the other leg
► One will be an observer (to the other group).

Give the participants time to choose their disabilities and tie them with the duppattas while you explain the rules to the other group.

Once everybody is ready, the game can start from the start line. [See facilitator tips for variations of the game]

Keep the excitement going by reminding participants of the rules and reminding the Observers and inviting members of the spectators to come closer to observe and point out any flouting of rules. Ask the cheering squads to develop their own unique cheering call.

When all the teams have finished crossing the river, sit down for a debrief. There will be much excitement among participants at the end of the game. Give them some time to settle down and open up the following questions in the larger group:

What was your experience as a participant in the game?
What was the experience of the audience, cheering squad?

What were the things or aspects that helped the team achieve the goal? What were the things that hindered or posed limitation? How did you overcome those limitations?

Invite the observers to share more about the strategy adopted as well as any specific observation of collaboration or conflict within the teams.

What did you learn about team work from the game? What did you learn about yourself from the game?
Close the session by summarising the key outcomes as outlined below.

Summary of Key takeaways:

► There are many such situations in life when we need to work together with others to accomplish the work.

► A team can achieve their group goal much more easily if we strategise correctly, make judicious use of the resources available, when responsibilities are discussed and shared among members, members are active and collaborating, and everybody’s contribution is respected, valued and optimized.

► Some behaviours within the group might be counter-productive and hinder the group effort – like competing for individual success, not being sensitive and empathetic to other members’ needs and feelings, not taking into consideration others’ suggestions, etc. We need to be aware of these and guard against such behaviours.

Additional Tips for the Facilitators:

It would be ideal to play the game in two groups of 7 each. (Max of 10 persons per group). In case there are more participants, you may invite 14 members to volunteer to participate, with the others taking on the role of designated observers, or as cheering squad. Depending on the time and space available, you may also consider having 2 rounds, with different participants. Or 4 teams simultaneously, with 2 teams crossing from either side. Whatever the case, you will need to have at least 1 observer for each team.

There are many versions of this game. One version of the game is a competitive one where two teams start the ‘race’ parallelly and compete against each other to get all their members across first. While this creates a lot more excitement, with the cheering squads also participating actively, it might be a good idea to also talk of what each team learnt from the other during the activity debrief and processing of learning.

Another version is where the two teams start from either side of the river and need to cross over to the other side. The task will be successful only when both the teams arrive at their destinations.

A simpler version of the game is without the disabilities – but adding that dimension brings about much more learning on strengths and limitations of individuals and how it can be addressed while working in a team.

There are many ways to debrief and directions in which to take the processing. A few sample questions are given below. Feel free to use your own depending on the need of the group and what emerged during the game. If there are a lot of people, the debrief and sharing of feelings can be done in pairs so as to ensure everybody feels heard.

Ask: “How was that for you?” “Were there differences in how you reacted in the beginning and the middle and toward the end?” “What were some of the feelings you experienced during that challenge?”
In the whole group: (One facilitator/volunteer can write on the board any reflections that in some way or other answers the question “What worked?”) “How did you arrive at a strategy? Did you all agree before you started? What process did you use? Where did the leadership come from?

Did you experiment before you started? Did you change your strategy? Why/why not?

How did the initiative to change strategy emerge? How did you decide on a new strategy? Did you change the order in the line-up? Why/why not?” “As you were crossing the river, what worked to keep you on track? How did you communicate? Who had to pay attention to what? What was most stressful? What happened when you made a mistake? How did the group react? What did you do with your feelings? What was the role of support? Did the pattern of communication change? Where did your stamina come from?

What was it like to have to touch each other so closely? How did you handle it to maintain appropriate personal boundaries?

(If there were two teams crossing the river): “Who thought of cooperating with the other team? How was the decision made to do so/not to do so? How did the cooperation work out?

Generalising the learning to the real world:(If it is a large group, try the next few questions in pairs or small buzz groups):

What are some things that worked in this group that you think can be taken to other situations where the group is facing a challenge?

Possible questions to ask: “Which of you have done one or more of these things in groups you are part of?” (put up your hands) “What behaviours and practices from the game would you use in real life group situations?

This activity can also be used to troubleshoot problems occurring in the group in the course of the training, and to encourage people to own and contribute to the success of the training: (In pairs): “This group could sometimes feel like a stressful journey across a river. What are some practical lessons you can take from this exercise to apply personally to your participation in this group? Think about your learning goals. Think about ways you do and don’t give leadership here in this group so far. Remember, leadership is any initiative you take that assists the group to move forward. Talk with your partner about how this simulation challenges you personally to give more to the group.”
Communication, very simply put, is the act of transferring information from one place to another\(^1\). Although this is a simple definition, when we think about how we communicate in practice, the subject becomes a lot more complex.

Communication may take on different forms:

- **Verbal communication**: face-to-face conversation, telephone, radio and other media
- **Non-verbal communication**: body language, facial gestures, how we dress or act
- **Written communication**: letters, e-mails, books, magazines, the Internet or via other media
- **Visual communication**: drawings, comics, maps, photos, films and other visual representations, also integrated with written and spoken elements

As young people interact with the world, developing effective communication skills is essential. Whether it is at a personal level - negotiating with adults, building new relationships, clarifying their thoughts or voicing their opinions; Whether as a professional skill - for communicating with fellow youth working together in the team, inspiring and motivating other young people, establishing a rapport with the community, gathering data or working for awareness and behavioural change, several of these communication skills come handy to young change-makers.

However, given that the focus of the manual is on developing skills of young change agents for working with each other and working with society, this module focuses on specific aspects of communication that are often ignored and require greater attention – asking the right questions to deepen interpersonal interactions, active listening as an important aspect of communication and the role of non-verbal communication and body language in effective communication.

**Key Focus of the Module:**

This module helps young people look at improving specific aspects of communication like using questions, learning active listening behaviours and being more conscious of non-verbal cues in communication. These will help them improve their communication skills, thereby improving learning, work efficiency and relationships, all of which are important in the change-making process.
SESSION 2.7.1

Asking the right questions

Modelled along the popular 20 Questions game, the activity stresses on the importance of two way communication and asking the right questions, while also simultaneously looking at the utility of open ended and closed ended questions in any interpersonal interaction.

Activity/Methodology: 20 questions game/Heads up game

Purpose/Objectives:

► To recognize the importance of asking the right questions
► To identify open ended and closed ended questions and their uses

Time: 60 minutes + 30 minutes (optional extension activity)

Materials: Post-it notes, markers, board/chart and markers, hand-out copies

Note for the Facilitator and Activity Instructions:

This is a fun exercise that shows the importance of asking the right type of questions.

Divide the participants into pairs. Issue post-it notes.

Instruct each member of the group to think of a famous person and write it secretly on the post-it. Ask them to attach the post-it to the head of their partner such that they cannot see it.

Give further instructions as follows:

In round 1 – take it in turns to ask closed (yes/no) questions. You may continue to ask questions for as long as you receive a Yes response. When the answer is No, switch roles to start asking questions about the other personality. Some examples of typical questions:

► Am I alive?
► Am I a female?
► Am I a sports person etc.?

After 19 questions or 10 mins, stop the activity. Some people will have guessed others will still be playing. For those that have guessed asked them to come up with another famous person and repeat the exercise (those still guessing can continue).

In round 2 - they must take it in turns to ask one Open-ended or TED (Tell, Explain, Describe) question (with the exception of...
directly getting the personality name!). If they mistakenly ask a closed question they have lost their turn.

After 3 or 4 minutes close the activity and debrief.

**Discussion questions:**

- How did you like the game? Did you have fun? Was it easy or difficult?
- Which were the easier questions to think of? (normally closed-ended, Round-1)
- Which questions made it easier to guess who the personality was? (definitely open-ended, Round-2)
- Discuss in the larger group the importance of asking the right questions.

Draw attention of the group to how you started the debrief – how the open-ended and closed ended questions had a different effect on what people shared. [“Did you have fun?” “Was it easy?” are closed-ended questions with finite responses. “What is the importance of asking the right questions?” is an open-ended question with a descriptive response.]

Now, based on the above, can you think of real-life instances when you used open ended or closed ended questions and it was useful? Share.

Can you think of situations where you used the wrong type of question and the effect it had? Share.

So in general, which questions are best suited in what context?

**Summary of Key takeaways:**

- Often, despite the obvious usefulness of Open-ended or TED questions (Tell, Explain, Describe questions) for gathering information we often find it easier to ask closed questions.
- Closed questions are called so because they have finite, often one-word or short-phrase answers, which does not take the conversation very far. Sometimes it may just evoke a yes or no response.
- Open-ended questions encourage people to open up and share more information, including feelings, attitudes and understanding of the subject. The person can also clarify in case they do not understand the question, and can also work as an invitation to take the conversation further.
- When we go into the community or work on mindset changes, how we communicate matters a lot. We can engage in conversation and engender participation by asking the right questions in the right situation. Often, the way we communicate determines our relationship with various stakeholders.

**Additional Tips for the Facilitators:**

As an extension of this exercise and to concretise the learning, YOU may take up some common situations that the young
people may encounter in their personal and professional lives and have them simulate a conversation in pairs asking the right questions. (30 minutes for preparation and presentation)

► **Negotiating with your parents regarding permission for you to attend the adventure camp while finding out their reservations regarding the same**

► **Finding out details about joining the NSS programme and the benefits thereof**

► **Inviting college students to join a volunteering programme suited to their interests**

► **Talking to parents in the slum to find out the reasons for girls dropping out of school after 6th std**

► **Finding out what the young people in the village have understood from the street play on child marriage**

**Handout**:

Closed-ended questions are called so because they have finite, often one-word or short-phrase answers, which are useful to collect facts quickly. Sometimes they may involve just a yes or no response.

Closed questions have the following characteristics:

► **They give you facts.**

► **They are easy to answer.**

► **They are quick to answer.**

► **They keep control of the conversation with the questioner.**

This makes closed questions useful in the following situations:

<table>
<thead>
<tr>
<th>USAGE</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>As opening questions in a conversation, as it makes it easy for the other person to answer, and doesn’t force them to reveal too much about themselves.</td>
<td>It’s great weather, isn’t it? Where do you live? What time is it?</td>
</tr>
<tr>
<td>For testing their understanding (asking yes/no questions). This is also a great way to break into a long ramble.</td>
<td>So, you want to move into our apartment, with your own bedroom and bathroom – Is that correct?</td>
</tr>
<tr>
<td>For setting up a desired positive or negative frame of mind in them (asking successive questions with obvious answers either yes or no).</td>
<td>Are you happy with your current college? Do you get opportunities for academics as well as co-curricular activities? Would you like to move to a different college?</td>
</tr>
<tr>
<td>For achieving closure of a persuasion (seeking yes to the big question).</td>
<td>If I can deliver this tomorrow, will you sign the contract now?</td>
</tr>
</tbody>
</table>
Note how you can turn any opinion into a closed question that forces a yes or no by adding tag questions, such as “isn’t it?”, “don’t you?” or “can’t they?”, to any statement.

The first word of a question sets up the dynamic of the closed question and signals the easy answer ahead. Note how these are words like: do, would, are, will, if.

**Open-ended questions** encourage people to open up and share more information, including feelings, attitudes and understanding of the subject. This often works as an invitation to take the conversation further.

**Open questions have the following characteristics:**

- They ask the respondent to think and reflect.
- They will give you opinions and feelings.
- They hand control of the conversation to the respondent.
- This makes open questions useful in the following situations:

<table>
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<tr>
<th>USAGE</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a follow-on from closed questions, to develop a conversation and open up someone who is rather quiet.</td>
<td>What did you do in your holidays? How do you keep focused on your assignment?</td>
</tr>
<tr>
<td>To find out more about a person, their wants, needs, problems, and so on.</td>
<td>What’s keeping you awake these days? Why is that so important to you?</td>
</tr>
<tr>
<td>To get people to realize the extent of their problems (to which, of course, you have the solution).</td>
<td>I wonder what would happen if you were caught sleeping in class one more time? Why are you always late these days? What happened to you?</td>
</tr>
<tr>
<td>To demonstrate human concern about them and get them to feel good about you by asking after their health or otherwise.</td>
<td>How have you been after your operation? You’re looking hassled. What happened?</td>
</tr>
</tbody>
</table>

Open questions begin with such as: *what, why, how, describe.*

Using open questions can sometimes be scary, as they seem to hand the baton of control over to the other person. However, well-placed questions do leave you in control as you steer their interest and engage them where you want them.

When opening conversations with strangers or people in the community, a good balance is around three closed questions to one open question. The closed questions start the conversation and summarize progress, whilst the open question gets the other person thinking and continuing to give you useful information about them.
SESSION 2.7.2
Active Listening Skills

Listening is probably the most important part of communication that often gets side-lined. Through role plays, the session seeks to identify active listening behaviours and provide tips for effective and empathic listening.

Activity/Methodology: Role Play and Brainstorming

Purpose/Objectives:

► To appreciate the value of active and empathic listening

► To identify the factors and behaviours that support or hamper effective listening

► To apply techniques for active listening

Time: 75 minutes

Materials: Board/chart and markers, questionnaire copies or role play statements written on individual chits.

Note for the Facilitator and Activity Instructions:

Step 1: Start with a small game of Chinese Whispers.

In this game, participants sit in a circle and the facilitator (or a volunteer) starts by whispering a sentence (the message along with expression and intonation) into the ear of one of the participants asking them to whisper it into the ear of the next person and so on in sequence till the message comes back to the facilitator. The last person has to say it out aloud. Remind the group that the message can only be said once to their partner and there is no scope for clarification or reconfirmation. Therefore, one has to pay careful attention to every word! Generally, the message invariably gets distorted in the process of transfer through the group and what the last person says is very different from what the first person started with! Check with the group what could have gone wrong and the reason for the distortion of the message. Close the game saying we all need to improve our listening and communication to get across to the other person.

Step 2: Invite participants to settle down and think of a time when they shared something important and felt the other person had really listened to them. Ask participants to share the details of the situation with a partner (e.g., When did this happen? Where were...
you? Who listened to you? How did you know the person was listening? How did it feel to be listened to? They need not necessarily share the subject of the conversation if they do not want to.

Step 3: Now ask them to visualise all such ‘listening’ instances and ask the question: “How do you know someone is really listening to you?” Record responses on the board. Encourage participants to identify the actions and words the listener used that helped the speaker feel listened to. [Refer Facilitator Tips for sample points.]

Step 4: Introduce the term “Active Listening.” Invite participants to discuss the difference between ‘hearing’ and ‘listening’ and to guess what the ‘action’ in ‘active listening’ could refer to. Based on the discussion, arrive at a working definition of active listening (e.g., listening with attention and understanding fully what is being said, listening with focus to avoid misunderstanding).

Step 5: ‘What Did I Say?’
Questionnaire /Role play

Discuss with the participants the barriers to active listening.

If active listening is all about listening with attention and interest, and understanding what the other person is saying/feeling, without jumping to judge or ‘solve’, what stops us from paying full attention to or understanding the other person?

Holley Humphrey identifies ten common behaviours that prevent us from actively listening: advising, one-upping (“my situation is better/worse than yours”), educating, consoling, story-telling, shutting up, sympathising, interrogating, explaining and correcting.

Active listening requires self-discipline because many individuals want to share their own stories or offer advice rather than listen to and understand what the speaker is actually saying, without being judgmental. This goes beyond just surface words, to listen to what the speaker is observing, feeling, needing and requesting. The technique of Non-Violent Communication (NVC) identifies this as ‘Empathic receiving’.

Let us do an exercise to understand this better. The ‘What did I say?’ questionnaire may be done as a role play. Invite 5 volunteers – one of them will be the speaker who is sharing something important (in each situation) and the other 4 are listeners, each of whom is given one statement as the first response. [See Annexure]

The volunteers enact their roles and the remaining participants have to identify which response demonstrates active listening and empathetic responding to the needs and feelings of the speaker. The speaker is also asked which response made them feel truly listened to and how it feels when somebody listens actively and with empathy.

Step 6: Draw out the Techniques of Active Listening and publish on the board:

► Pay attention: – Look at the speaker.
  – Ignore distractions. Give the speaker
your undivided attention. – Notice the speaker’s body language. – Avoid the tendency to think about your own views or opinions on what the speaker is saying. – Remember that listening is about understanding the speaker.

► Show you are listening: – Use body language that shows you are paying attention. Lean forward, nod occasionally, and avoid closed body language like crossing your arms. – Let the speaker finish. Don’t interrupt.

► Paraphrase: – In your own words, repeat back what you heard the speaker say. Focus on the message the speaker is sending, and interpret the feelings the speaker has expressed (e.g., Sounds like you are saying ...).

► Ask questions: – Think about what is being said and ask questions to clarify key points (e.g., What do you mean when you say ...).

► Suspend judgment: – Don’t judge what the speaker is saying. Avoid the temptation to offer advice or dismiss what the speaker’s message is.

► Respond respectfully: – As a listener you are gaining information. Treat the speaker with respect.

Step 7: Close by summarising the importance of listening skills: to obtain information, to understand one another, for enjoyment and for learning. By becoming a better listener, we can improve our productivity, as well as our ability to influence, persuade and negotiate. We can also avoid conflict and misunderstandings and improve our relationships.

Summary of Key takeaways:

► Listening is one of the most important skills we can have. Listening is an often overlooked yet an extremely crucial part of communication.

► Active listening refers to listening and responding to another person in ways that demonstrate you fully understand what was said. This involves making a conscious effort at listening with empathy to hear not only the words that the other person is saying but, more importantly, the complete message being communicated, including what the speaker is observing, feeling, needing and requesting.

► We need to practice the active listening techniques of paying attention, showing we are listening, paraphrasing and asking clarifying questions, suspending judgment and responding respectfully to improve our listening skills.

► We listen to obtain information, to understand one another, for enjoyment and for learning. By becoming a better listener, we can improve our productivity, as well as our ability to influence, persuade and negotiate. We can also avoid conflict and misunderstandings and improve our relationships.

Additional Tips for the Facilitators:

Some trivia on listening:

The reason we have two ears but only one mouth is that we need to talk less and listen more.
Research suggests that we only remember between 25 percent and 50 percent of what we hear. There is a great need to improve our listening behaviours.

“When we talk we are often repeating what we already know, but when we listen, we may learn something new.”

– The Dalai Lama

For Step 3:, Sample list of initial brainstorming on actions and words that demonstrate listening: focusing on the speaker, attentive body language, eye-contact, showing interest, asking questions, caring, friendly tone, not distracted, etc.).

For Step 4:, Hearing is just about the sounds reaching our ear drums, whereas listening refers to making the intended meaning from the sounds and registering the meaning in our minds.

YOU may convert the questionnaire into a role play script. Prepare the sets of chits for each of the 4 situations in advance with individual statements written on each chit.

▲ Inspiring deeper thinking through facilitating discussions
What did I say? For each statement below, identify the response that best demonstrates active and empathic listening. (Facilitator tips for processing the various responses is given in italics in the brackets)

**Situation 1: Student speaking to friend**

“Sometimes I think I should drop out of college, but then I start to feel like a failure in life.”

a. Hey! You should not drop out. It will ruin your career. (disagree/advising / shutting down)
b. I think the same so many times. But don’t know what my parents will say. (talking about self)
c. Sounds like college is not working out for you. Is that it? But I sense some fear as well. What’s the matter? (empathetic listening)
d. Don’t worry, yaar. Everything will be fine. (empty reassurance)

**Situation 2: Wife speaking to her neighbour**

“I have to take care of the baby and also do all the housework myself. I work from morning to night but my husband doesn’t notice nor does he care. He is never around when I need him.”

a. I can see you are feeling angry and disappointed because you would like your husband to be more available to support you with the baby and the housework. You would also like him to recognise your efforts? (empathetic listening)
b. How unlucky! My husband is very caring and always offers to help me. He even does the dishes in the weekends. (talking about self)
c. Don’t worry. All husbands are like that. We only have to adjust. (advising)
d. Stop complaining about your husband always! He is also working hard to make ends meet. (disagree/advising / shutting down)

**Situation 3: Friend speaking to friend**

“I don’t know what’s happened to Radha? She hasn’t called me in months. She didn’t even invite me for her sister’s wedding. That’s so unusual. We were always best of friends. I think she must be angry with me or something.”

a. Oh, she didn’t invite you? I was there at the wedding and so were all of our friends.”
friends. We had so much fun! I was surprised why you had not come. Now I understand. (talking about self)

b. I can see you are really concerned that Radha has not called you in a long time and you are worried about losing her friendship. (empathetic listening)

c. Friendships don’t last a lifetime. People’s priorities change and friends grow apart. You can’t expect her to be the same. (advising/educating)

d. You must have said or done something that hurt her. Otherwise, why will she treat you like this? (explaining/blaming/judgment)

Situation 4: Teenager speaking to parents

“You people are so old-fashioned. All my friends are allowed to go for the camp. Only you have reservations. I’m not a six year old kid. You just don’t want me to enjoy life at all!”

a. This is not the way to talk to your parents. Apologise! (shutting down)

b. I can see you are very angry with us because you feel we are not giving you the freedom to enjoy life, like your friends are able to. (empathetic listening)

c. Have you ever thought how worried your mother and I are about you? How much we have sacrificed to give you this education? You have no appreciation for our struggles. (talking about self)

d. You know your father is always strict. But don’t worry, he loves you very much. He will take all of us for another exclusive trip. (consoling/reassurance/missing the point!)

Handout

Becoming an Active Listener – Tips and Techniques

There are five key active listening techniques. They all help you ensure that you hear the other person, and that the other person knows you are hearing what they say.

1. Pay Attention

Give the speaker your undivided attention, and acknowledge the message. Recognize that non-verbal communication also “speaks” loudly.

► Look at the speaker directly.
► Put aside distracting thoughts.
► Don’t mentally prepare a rebuttal!
► Avoid being distracted by environmental factors. For example, side conversations or your mobile phone.
► “Listen” to the speaker’s body language.

2. Show That You’re Listening

Use your own body language and gestures to convey your attention.

► Nod occasionally.
► Smile and use other facial expressions.
► Note your posture and make sure it is open and inviting.

► Encourage the speaker to continue with small verbal comments like yes, and uh huh.

3. Provide Feedback – Paraphrasing and Questioning

Our personal filters, assumptions, judgments, and beliefs can distort what we hear. As a listener, your role is to understand what is being said. This may require you to reflect what is being said and ask questions.

► Reflect what has been said by paraphrasing. “What I’m hearing is,” and “Sounds like you are saying,” are great ways to reflect back.

► Ask questions to clarify certain points. “What do you mean when you say.” “Is this what you mean?”

► Summarize the speaker’s comments periodically.

4. Defer Judgment

Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message.

► Don’t conclude or put words into the mouth of the speaker

► Allow the speaker to finish each point before asking questions.

► Don’t interrupt with counter arguments.

► Don’t jump to assign blame or ‘solve the problem’.

5. Respond Appropriately and Respectfully

Active listening is a model for respect and understanding. You are gaining information and perspective. You add nothing by attacking the speaker or otherwise putting him or her down.

► Be candid, open, and honest in your response.

► Assert your opinions respectfully.

► Treat the other person in a way that you think he or she would want to be treated.

► Treat their experiences and feelings with utmost respect
SESSION 2.7.3
Non-Verbal Communication

Using theatre exercises and reflection, the session helps break down the aspects of non-verbal communication, and helps participants be more aware of the messages communicated by body language, gestures, facial expressions and tone and tenor of speech.

Activity/Methodology: Theatre exercises and Brainstorming

Purpose / Objectives:

► To identify the elements of non-verbal communication

► To understand the importance of being conscious of non-verbal cues while speaking and listening

Time: 90 minutes

Materials: A4 sheets and pens for each sub-group, Board/chart and markers

To prepare in advance: chits with words to enact, chits with role play situations

Note for the Facilitator and Activity Instructions:

Step 1: Tell the participants we will start with a short game. The game is called “Do what I say”. The instructions are simply that. You will look at me and listen to me and simply Do what I say. With everybody standing facing you and making eye-contact, state aloud the following actions as YOU do them:

► Put your hand on your nose

► Clap your hands

► Jump up

► Touch your left shoulder with your right hand

► Bend down

► Stamp your right foot

► Cross your arms against your chest

► Put your hand on your mouth – but while saying this PUT YOUR HAND ON YOUR HEAD

Draw attention to the fact that there are several group members who copied what you did rather than what you said. Continue the game over a few more rounds.

Close the game with a round of applause. Ask the group what happened in the game. Capture the idea that ‘Body language speaks louder than words’.
Elaborate: Body language speaks louder than any words we speak. Whether we are telling people that we love them, we are angry with them, we care about them, or are irritated, our body movements reveal our thoughts, moods, and attitudes. Both consciously and sub-consciously our body tells observers what’s really going on with us.

Step 2: Instruction: Divide students into groups and ask each group to come up with as many ways of nonverbal communication as they can in 2 minutes. i.e. How do we communicate without words/ in addition to words?

At the end of two minutes ask for any one group to share their list, if others have different ones to add, invite them to share from their list. Group them into categories as YOU publish them on the board. [Sample Board work below]

Eyes – Eye-contact, shifty eyes, look straight into the person’s eyes, indicates confidence, sincerity; may also show tiredness, sadness, joy (eyes sparkling with joy), mischief, nervousness. Eyes are said to be the mirrors of the soul.

Facial expressions and Gestures – Common gestures like shrug, hands on hips, finger to lips, shake head, nod head, make a face, frown, smile, wink, yawn, cry. Other than these, one may use hand gestures and pointing as a supplement to words – animated talking.

Miming/Sign-language – This uses specific gesturing – miming- to communicate without speaking – like to the hearing impaired, to a child, or to someone who speaks a different language.

Voice – tone, pitch, volume, intonation The same words can be used to convey very different messages based on voice modulation.

Body posture and position – shoulders posture, upright or stooped, leaning towards or away, proximity to the other person, facing towards or away, face-to-face at eye level or hierarchical (‘looking up to’/’looking down upon’ indicates power position)

Touch - Handshake, pat on the back, holding hands in solidarity, placing hand to comfort, slap

Smile – confident, happy, nervous, half-hearted, sad, sarcastic

Walk – stride, jump and dance in joy, slink away, dragging your feet

Silence - Even your silence speaks a lot!

If we look at the list, we realise that we actually communicate non-verbally 24 hours a day! Even when you don’t say anything, people are always observing you, and your body language is still communicating. Thus, We cannot NOT communicate.
Step 3: It is therefore important to understand how body language can reinforce verbal communication; and how it can also be stronger than verbal communication – it is important that we are aware of our body language in order to ensure we are projecting and hearing the right messages.

Take the following example:

If I stand before you and say, “I am so happy I am here with you today. What more can I ask for?” (Say it with sarcasm and negative body language)

Did you believe my words? Does it really seem like I am glad to be with you? Or does it seem like I mean the exact opposite of my words? How did you find out?

My words did not match my facial expressions, my body language or my voice and tone.

Remember:
Seeing overrides hearing.
Doing overrides saying.

Let us try out an exercise:

Invite 3 volunteers.

Each of you will get a chit with some words/sentences. You have to act out the same sentence (using verbal and non-verbal communication) conveying different messages each time. The words/sentences are as below:

1. “What” – in shock, anger, sadness/grief, curiosity, shyness, fear, under-confidence

2. “No” or “Nahin” (Hindi) – shock, anger, sadness, mischief, order, request

3. “Thank you” – shyness, anger, humble gratitude, arrogance, sarcasm

YOU may ask the other participants to guess what message is being conveyed each time.

Step 4: Communication involves both Speaking and Listening and therefore Body Language and Non-Verbal cues are important for both. Let us demonstrate this through role-plays. Invite volunteers for the same and explain the situation to them. They have to act demonstrating poor communication skills on the part of the father and candidate respectively.

Role Play 1: (Focus on Body Language of Listener- Father)

Scene: Father is preoccupied reading the newspaper while the daughter is talking about her poor marks in Maths.

Role Play 2: (Focus on Body Language of the Speaker- Candidate)

Scene: A young man is very nervous while being interviewed by the interviewer for a job.

After each role-play, ask the other participants to identify the markers of negative body language of the listener and speaker in the two examples above. List on the board. Alongside, list how the body language could be made positive to show effective communication (listening and speaking).
If time permits, ask another set of volunteers to repeat the play demonstrating positive body language.

**Step 5:** Summarise the importance of appropriate verbal and non-verbal communication by emphasising that: People we communicate with will take away from us:

- **7% of our words**
- **38% of vocal characteristics: tone, volume, inflection**
- **55% of body language and facial expressions**

Hence it is very important that we be conscious of our verbal and non-verbal communication.

**Summary of Key takeaways:**

- **Body language speaks louder than words’. Both consciously and sub-consciously our body tells observers what’s really going on with us.**
- **There are many ways nonverbal communication happens – eyes and facial expressions, gestures, posture, vocal characteristics etc. are just some of them.**
- **Body language can reinforce verbal communication and it can also be stronger than verbal communication – it is important that we are aware of ours and other’s body language in order to ensure we are projecting and hearing the right messages.**
- **Communication involves both Speaking and Listening and therefore Body Language and Non-Verbal cues are important for both.**
- **It is important to be mindful that we communicate with:**

> ▲ Engaging on social issues through play

▲ Young person sharing views on key issue
7% of our words

38% of vocal characteristics: tone, volume, inflection

55% of body language and facial expressions

Additional Tips for the Facilitators:

Some additional inputs on the different kinds of non-verbal communication:

1. **Eye Contact**: Very important for accurate communication to give complete attention to the individual, to show respect and to connect from one person to another.

2. **Body Language/Facial Expressions**: Does your face match your words? When you aren’t speaking what does your face say to those around you? Match your body language with your intent. Know that someone is always watching you. You need to be able to read others body language and know is the individual saying to you with their body language?

3. **Mirroring/Modelling/Cueing**: When necessary you can model/cue an activity for an individual/group. Try and show it in steps, just like when you are vocalizing instructions.

4. **Approach/Proximity**: Both are forms of communicating. Approach a person from the front and be aware of how close you are when speaking, especially when the person is seated.

5. **Face to Face/Eye Level**: Speak and gesture face to face and try to communicate at their eye level when possible.

6. **Senses**: Be aware of communicating with other senses; smell, sight, taste and touch...Touch is very important.

7. **Silence**: It really can be golden!
"The future belongs to young people with an education and the imagination to create"

- BARACK OBAMA
YOUTH-LED SOCIAL CHANGE ACTION

1. Working with Society
SECTION 3 | YOUTH-LED SOCIAL CHANGE ACTION

The sessions in this Section may be viewed as sequential steps in the planning, preparation, design and execution of social change action projects by the youth/youth workers. It presents various models, tools and frameworks of planning and analysis which are threaded together as a larger process of planning a project for social change, keeping the learning needs of the young social change agents. However, these may also be used as stand-alone input sessions on various tools of planning and analysis for a range of audiences. The process also draws on applying the lifeskills, from the previous Section, like values clarification and decision-making, team work, understanding stereotypes, using the appropriate conflict handling mode and communication tools etc. in planning and executing social change projects.

This section covers:

Youth Social Change Action

Working with Society

1. Individual Issue identification

2. Problem Definition and Issue Analysis

3. Prioritisation and Choosing Issue(s) to Address

4. Root Cause Analysis

5. Stakeholder Identification

6. Stakeholder Analysis and Management

7. SWOT Analysis

8. Designing the Intervention

9. Action Planning and Implementation – Change Projects

▲ Young people reviving Yamuna Riverbank as part of Swachh Bharat mission
SESSION 3.1
Individual Issue identification

Activity/Methodology: Guided reflection

Purpose/Objectives:
- To reflect on the community needs and issues and identifying the issue that the participant feels is important to be addressed
- To establish a personal connect with the community and issue and channelising one’s passion for the betterment of the community

Time: 45 minutes

Materials: Chart paper, markers, pens

Note for the Facilitator and Activity Instructions:

Ask all the participants to sit in a circle with their eyes closed. Conduct a guided reflection exercise to enable them to identify the pressing concerns in their community (where they live or work) that they would like to see addressed.

Sit comfortably and close your eyes. Focus on your breath. Breathe in. Breathe out. Listen to the sounds around you – the sound of the children playing in the distance, the sound of the breeze, the sound of your breath. With your eyes closed, visualise yourself sitting in the room, in this building, this campus... (and take them all the way back to where they live / or the community where they work). What makes you feel connected to your community? [Pause] What about your community makes you sad and uncomfortable? [Pause] Think of the physical surroundings – the streets, houses, water supply, public services and facilities – what is it that needs improvement there to make the lives of people better? [Pause] Think of the various people that make up the community – the children, girls...
and boys, adolescents, youth, women, men, elderly, the various religions and castes that make up the community, the various people performing various occupations ... the relationships between these various groups, and the relationships of these groups with the community – in terms of access to resources, rights and entitlements, etc. What kind of improvement or change needs to happen in their lives and relationships for there to be greater equality, justice and happiness? [Pause] Think of the environment and nature in and around the community the trees, birds, animals, forests, mountains, and water bodies. What is the relationship of the community with nature? What needs to change in this relationship for the community-and the earth to be healthy, happy and sustainable? [Pause] What is your own relationship with the community? What makes you feel connected to your community? What about your community makes you sad and uncomfortable? What about the community would you personally like to take the lead to change? What change for the better in the community do you feel passionate about seeing and acting on? What issue would you like to work on?

When you are comfortable, open your eyes and on the given sheet of paper, depict the issue – in words, as a poem or as artwork using the materials provided. On one half of the sheet, depict the issue as it is; on the other, what you would like to see it changed as.

When done, keep your sheets in front of you and observe it in silence.

Note: If the follow up session is not happening the same day, ask the participants to spread their sheets on the floor and look at each other’s sheets in silence.

Summary of Key takeaways:

- The participants are able to connect more closely with their communities and what connects them to the community.

- They are able to identify the areas that need improvement in the community and what aspects they are passionate about engaging with.

Additional Tips for the Facilitators:

It would be helpful for the facilitator to have some idea of the context of the participants beforehand – where they come from or where they work. The facilitator may draw on the sharing from the earlier section, if done in sequence.

Additionally, it will be useful for the facilitator to be aware of the various issues that affect the community, which will enable the facilitator to guide the participants who find it difficult to identify the issues in the community.

If the participants particularly find it difficult, the facilitator may take up one community as example and do the issue identification in the larger group.
SESSION 3.2
Problem Definition and Issue Analysis

Activity/Methodology: Defining and analysing the issue using a template.

Purpose/Objectives:

- To define the problem statement for a chosen issue.
- To analyse the problem to assess its impact and importance.

Time: 60 minutes

Materials: Chart paper/board, markers, issue analysis template copies, pens

Note for the Facilitator and Activity Instructions:

Depending on how the workshop is structured, the facilitator may move on directly from the previous session (issue reflection exercise) to the Problem Statement Step-1 below to complete Sessions 1-3 at a stretch.

Alternatively, if only one session is being taken up each day, you may start with some mind joggers to set the tone and reflect on the previous session before starting the next.

```
MIND JOGGER: FICTIONARY GAME

Materials: Paper and pens, Dictionary (optional)

To play, each player takes turns choosing a difficult unfamiliar word from the dictionary or from a local language that others don’t know and writes it on a card.

Everybody has to guess (in their minds) the definition of the word or make up a fake definition and write it secretly on a chit of paper. These could be fake and funny interpretations written in a way that the other players cannot guess which is real and which is fake.

The player who chose the word will also write its correct definition on a similar chit.

The chits are mixed up and the first player who chose the word reads out the word and all its various definitions. The other players have to guess which is the real definition of the word from among the fake ones. (Examples given in the Tips section)

Play a few rounds of the game and close the game asking the participants if they enjoyed it.

Draw attention of the participants to how mere words (jargons) may be interpreted and understood in different ways and a definition describes, explains and elaborates on a single word or phrase and helps us to have a common shared understanding.

Now we will accordingly define the problems we had drawn in the previous session and articulate them in words for greater clarity and shared understanding.
```
Step 1: Defining the Problem Statement:

Looking at their own drawings from the previous session, ask each of the participants to write down his/her definition of the problem.

A problem is the difference between what is, and what might or should be. “No child should go to bed hungry, but one-quarter of all children do in this country,” is a clear, potent problem statement.

A poorly defined problem - or a problem whose nuances you don’t completely understand is much more difficult to solve than a problem you have clearly defined and analyzed. The way a problem is worded and understood has a huge impact on the number, quality, and type of proposed solutions.

A problem statement or definition is simply explaining the problem in words by clarifying what you know, identifying what are the gaps and gathering more information to arrive at a comprehensive definition of the problem.

Some things to keep in mind:

► Define the problem in terms of needs, and not solutions. If you define the problem in terms of possible solutions, you’re closing the door to other, possibly more effective solutions. “Violent crime in our neighbourhood is unacceptably high,” offers space for many more possible solutions than, “We need more police patrols,” or, “More citizens should have guns to protect themselves.”

► Define the problem as one everyone shares; avoid assigning blame for the problem. This is particularly important if different people (or groups) with a history of bad relations need to be working together to solve the problem. Teachers may be frustrated with low attendance, but blaming students uniquely for problems at school is sure to alienate students from helping to solve the problem.

If I had an hour to save the world, I would spend 59 minutes defining the problem and one minute finding solutions.

- Albert Einstein

Ask people to form pairs and share their problem statements with each other and offer feedback.

At this stage, it may be useful for people who have chosen a similar problem to work together on a common problem statement.
Step 2: Problem Analysis

The following table can be used or adapted to analyse the problem and clarify its significance to the community. It can also help you (the participant) decide which problem you want to try to solve if you have several on your plate at the same time. By answering each question, you can get a clearer idea of all of the aspects of solving a problem, and should be able to choose more easily and effectively.

For a completed example of this chart, see the Facilitator Tips section.

<table>
<thead>
<tr>
<th>PROBLEM ANALYSIS TEMPLATE</th>
<th>PROBLEM 1</th>
<th>PROBLEM 2 (IF REQD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How common/frequent is the problem?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many people are affected?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How long has the problem existed?/How long are they affected?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How severe is the effect?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How important do group members perceive the problem to be?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How important is the problem perceived to be by others?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How likely is it that we can solve/significantly improve the problem or prevent the problem from happening again?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there any negative impacts or risks?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Once everybody has completed both Steps, invite the participants by turns to share their problem definition (chosen one) and explain why this is an important issue that the group should consider addressing (based on the problem analysis).

As they share make a list of the problems/issues on the board.

Additional Tips for the Facilitators:

For the Fictionary Game

Here are a few sample words, each with a list of definitions, only one of which is true (marked in italics).

- **Cacoepy (English)**
  1. a tent with roof holes for astronomical observations
  2. telling fortunes with pieces of chocolate
  3. a dwelling constructed of dried dung
  4. bad pronunciation
  5. medical procedure for examination of the retina
  6. a dwarf coconut tree

- **Potlam (Tamil)**
  1. A big terracotta utensil
2. A bundle
3. A meat dish from Andamans
4. A fat man dressed in a dhoti
5. A dot of kumkum worn by women on the forehead

► For the Problem Analysis Template:

A sample filled-in problem analysis template is given below. This example also takes up two aspects of an issue and details and analyses them further to further clarify and define the problem.

Choosing which problem to solve

A small, rural substance abuse prevention group is trying to decide where to focus their youth related efforts. In the following chart, the group compared two problems to see which one is more important to the group.

<table>
<thead>
<tr>
<th>Problem 1: Many underage youth smoke cigarettes or chew tobacco</th>
<th>Problem 2: Many teenagers use illegal drugs (marijuana, cocaine)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How frequently does the problem occur?</td>
<td>Very Frequently</td>
</tr>
<tr>
<td>How many people are affected?</td>
<td>Most area high school students have smoked at least once; a significant percentage smoke regularly</td>
</tr>
<tr>
<td>How long has the problem existed? / How long are they affected?</td>
<td>Regular smokers, often for life</td>
</tr>
<tr>
<td>How severe is the effect?</td>
<td>Relatively severe</td>
</tr>
<tr>
<td>How important do group members perceive the problem to be?</td>
<td>Very Important</td>
</tr>
<tr>
<td>How important is the problem perceived to be by others?</td>
<td>Less important; smoking and chewing are widely accepted here</td>
</tr>
<tr>
<td>How likely is it that we can solve/significantly improve the problem or prevent the problem from happening again?</td>
<td>Very Likely</td>
</tr>
<tr>
<td>Are there any negative impacts?</td>
<td>None</td>
</tr>
</tbody>
</table>

Which problem will the coalition choose? That remains to be seen; this chart won’t give a magic answer. But by using this or a similar device, it’s easy to see all of the different aspects of the problem, and the group is now better equipped to make an informed choice.
SESSION 3.3
Prioritisation and Choosing Issue(s) to Address

Activity/Methodology: Brainstorming and prioritisation by voting

Purpose/Objectives:

► To collectively list the various issues of concern to a community

► To sort, club and prioritise the key issues that need to be addressed

► To choose one or more issues for planning a group intervention

Time: 30 minutes

Materials: Chart paper/board, markers, chits of paper for voting, pens

Note for the Facilitator and Activity Instructions:

As mentioned in the previous session, Facilitator to list on the board the issues/problems identified by the participants as they present their problem analysis.

Now invite the group to look at issues that are similar or connected and can be clubbed together.

Inform the group: Though all issues are important and need to be addressed in the ideal situation, however, in the real world, some issues need to be addressed before others or have larger impacts than others. Since we have limited capacities and resources, we will need to prioritise the issues that are to be taken up first, that are important and that we feel we have the capacity to impact collectively.

The board has the list of issues that many of you personally feel very strongly about and are passionate to work towards addressing. But also looking at it from the community’s point of view, we will need to identify our top three issues.

Each person has 3 votes for your top issues, in the form of 3 chits of paper, on which you are to write the number corresponding to the issue listed on the board. You may put different numbers on the three chits or assign two or three chits together to give more weightage to a particular cause that you feel is critical.

Ask them to think carefully and give them 5 minutes for closing the voting process.

Ask them to call out their chosen issues one by one, with the facilitator adding tally marks to the list on the board showing the number of votes. You may build a consensus on how many of the top issues the group would like to take up. If there is more than one issue that people...
feel are very important, the group may break into 3-4 groups, each taking up one issue. It will be good to ensure there are at least 5 members in each group, so that discussion and implementation is facilitated.

Ask the groups to break up into their sub-groups based on the chosen issues. The rest of the process will be done in these sub-groups.

Additional Tips for the Facilitators:

Given below is a sample of the list of issues that a group of young women from marginalised communities in urban areas came up with at a workshop for building their capacities for social leadership. The issues were identified from their own personal stories sharing the previous day from which a list of issues which they personally felt strongly about and which impacted the community were drawn up. Each person ranked their top three issues and voted. The numbers in brackets point to the votes received. Based on voting and consensus, 4 major issues (bold and underlined) were taken up on which they would work in 4 sub-groups.

- **Domestic Violence (4)**
- **Alcoholism (8)**
- **Child Marriage (7)**
- **Discrimination against the girl child (3)**
- **Gender stereotype (3)**
- **Poverty (5)**
- **Displacement**
- **Education**
- **Disability**
- **School Drop-out**
- **Unpaid care Work**
- **SRHR**
- **Education for the girl child (2)**
- **Mobility / Safety**
- **Decent Work and wages (1)**
- **Livelihood opportunities (3)**
SESSION 3.4
Root Cause Analysis

Activity/Methodology: 5 Whys Method

Purpose/Objectives:

► To recognise the difference between symptoms, immediate and intermediate causes and root causes

► To identify the root causes of a problem using the 5 Whys method

Time: 60 minutes

Materials: Chart paper, markers, root cause analysis hand-outs, pens

Note for the Facilitator and Activity Instructions:

The following activities are done in the smaller “issue” groups.

Ask all the groups to sit with their problem statement and analysis. Check if all the members are in agreement with it or want to make any modifications.

Distribute copies of the 5 Whys template (see Handouts section).

Give further instructions as below and see that all the groups are going along:

Step 1: Look at your problem statement and convert it into a WHY question - Why is this problem or issue occurring? Simply determine what happened to cause the problem. Just go one layer at a time here. For example, if the topic is
drug use, the question could be, “Why do people abuse drugs?”

Step 2: After the question has been formed, discuss and write out the possible key reason(s) why the problem may have been occurring. There could be one or more than one. List them in the first box of the template. Watch out for assumptions and stereotypes that we may have about people or communities and their behaviour. (Refer to session on identities and stereotypes) Distinguish fact from opinions and generalisations.

Step 3: Now pick one of the key reasons you have listed in the previous step (Step 2) and ask the question WHY is that happening?

Step 4: Discuss the possible reasons and list them out in Box 2 of the template.

Step 5: Now pick one of the reasons listed in Box 2 and ask the question, but WHY is that occurring?

Repeat the Steps of asking the WHY and writing the reasons a few more times until you have what you think may be the final and underlying cause of the issue. Typically you will need to ask the Why question about 5 times to get to the root cause. Now you know why it’s called The 5 Whys Process. It might also so be prepared to keep going until you get it solved.

Once they have seen and understood the abridged process, ask them to work on their issues in their groups.

Gather at the end of the exercise for a debrief on why such an analysis is necessary and useful.

Summary of Key takeaways:

► It is important to understand the root causes of a problem to address it in an effective way.

► The Five Why method helps identify the cause and effect to problems you are facing and allows your team to solve these in an actionable way.

► It allows you to explore multiple root causes of the same problem and help with goal setting and decision making. It positively moves you forward with self-improvement.

Additional Tips for the Facilitators:

► If required, for understanding this better the facilitator can take the example of the issue mentioned earlier and outline the answers in the larger group before they work in their small groups:

If the topic chosen by the students is drug use, the problem statement 1st level WHY question could be, “WHY do people abuse drugs?”
This first cycle of the 5-Why Method tends to uncover the ideologies people hold about these problems.

After this first cycle, the group picks a response to form into a second WHY question. For example: WHY are people bored?

Again, after the question has been formed, the students come up with five possible explanations:

1. because they do not have many friends,
2. because they have too much time on their hands,
3. because they do not have opportunities for other kinds of creative engagement,
4. because they are used to being entertained,
5. because they are not creative.

This process then goes on for three more rounds for a total of five cycles. The goal at the end of the process is that a
more critical examination of the original question, in this case “Why do people abuse drugs?” has taken place.

► *There are many variations of the 5 whys technique and different frameworks and formats. A couple of variations of the format are given in the handout. There are no hard and fast rules to The Five Whys, you may adapt to what suits your participants.*

**Handout:**

5 WHYs Template

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**Determine the Root Cause: 5 Whys**

Asking “Why?” may be a favourite technique of your three year old child in driving you crazy, but it could teach you a valuable Six Sigma quality lesson. The 5 Whys is a technique used in the Analyze phase of the Six Sigma DMAIC (Define, Measure, Analyze, Improve, Control) methodology. It is a great Six Sigma tool that does not involve data segmentation, hypothesis testing, regression or other advanced statistical tools, and in many cases can be completed without a data collection plan.

By repeatedly asking the question “Why” (five is a good rule of thumb), you can
peel away the layers of symptoms which can lead to the root cause of a problem. Very often the ostensible reason for a problem will lead you to another question. Although this technique is called “5 Whys,” you may find that you will need to ask the question fewer or more times than five before you find the issue related to a problem.

**Benefits of the 5 Whys**

- Help identify the root cause of a problem.
- Determine the relationship between different root causes of a problem.
- One of the simplest tools; easy to complete without statistical analysis.

**When Is 5 Whys Most Useful?**

When problems involve human factors or interactions.

- In day-to-day business life; can be used within or without a Six Sigma project.

**How to Complete the 5 Whys**

- Write down the specific problem. Writing the issue helps you formalize the problem and describe it completely. It also helps a team focus on the same problem.
- Ask Why the problem happens and write the answer down below the problem.
- If the answer you just provided doesn’t identify the root cause of the problem that you wrote down in Step 1, ask Why again and write that answer down.
- Loop back to step 3 until the team is in agreement that the problem’s root cause is identified. Again, this may take fewer or more times than five Whys.
If you don’t ask the right questions, you don’t get the right answers. A question asked in the right way often points to its own answer. Asking questions is the ABC of diagnosis. Only the inquiring mind solves problems.

— Edward Hodnett

**5 Whys and the Fishbone Diagram**

The 5 Whys can be used individually or as a part of the fishbone (also known as the cause and effect or Ishikawa) diagram. A Fishbone diagram is a visual problem solving technique used to identify cause and effect relationships. It helps you explore all potential or real causes that result in a single defect or failure. Once all inputs are established on the fishbone, you can use the 5 Whys technique to drill down to the root causes.31
Some sample format variations (with Examples) for Root Cause Analysis using 5 WHYs.\(^{32}\)

By repeatedly asking the questions, “Why?” you can peel away the layers of an issue and get to the root cause of a problem.

Keep asking “Why?” until you reach an actionable level.

**WHY-WHY**\(^{33}\)

**WHY?**
- Fee considered to be too high
- Inadequate Promotion
- Aging Equipment
- Open at wrong times
- Outdated Activities

**WHY?**
- Costs too High
- Competitor gyms
- Economic Downturn
- High Cost
- Low Ability
- Low Priority
- Second-hand purchase
- No electric Machines
- Regularly breaks down
- No Staff
- Council Regulations
- No Market Survey
- Don’t know member needs
- Not using latest Techniques
- No Student Classes

Caught speeding

Late for work

Got up Late

Alarm clock didn’t work

Dead Batteries

Forgot to replace them

Get a plug in alarm clock or replace the clocks batteries at set times before they run out.
SESSION 3.5  
Stakeholder Identification

Activity/Methodology: Brainstorming and Stakeholder Listing

Purpose/Objectives:

- To identify the different stakeholders to the issue
- To analyse the level of power and interest of various stakeholders

Time: 30 minutes

Materials: Chart paper, markers, stakeholder analysis hand-outs, pens

Note for the Facilitator and Activity Instructions:

Having analysed the issue and its root causes, it is important to understand who are the stakeholders.

Write the word STAKEHOLDER at the centre of the board. Ask the participants: What do you understand by the term ‘stakeholder’?

Gather the responses and plot the key words on the board. Also ask for any examples of stakeholders for specific projects or issues.

You may share the definition of a stakeholder as follows:

“A stakeholder is an individual, group, or organization who may affect, be affected by or perceive itself to be affected by a decision, activity, or outcome of a project.” Put more simply, if someone has any kind of interest in your chosen issue/change project, or is affected by the project or its outcome, they are your project’s stakeholder.

Now for the chosen problem/issue and the change project arrived at from the root cause analysis, identify who all are the stakeholders or parties involved. It will be good to brainstorm within the group and list them down.

To help in brainstorming, try to find the answers to the following questions.
Publish these on the board or flip chart:

► Who is directly involved with the issue/project?

► Who is indirectly involved with the issue/project?

► Who may be affected by the issue/project?

► Who may be affected by the change project’s outcome?

► Who gains or loses from the change project’s success?

► Who wants the change project to be completed successfully and who doesn’t?

► Who is the user/beneficiary (individuals or communities) if the change is successful?

► Who has the authority to influence the project or its outcome?

► Who has the authority to make the project succeed?

► Who can make your project fail?

The answers to these questions will help you come up with a fairly comprehensive list of stakeholders. However, encourage them that it will also be good to go back to the community or organisation working on the issue to add to the list of stakeholders that may have been overlooked.

Stakeholder identification is a continuous process which happens until the project ends. You have to keep looking for project stakeholders throughout the project life cycle. As the project moves forward you may find some new stakeholders introduced to your project, and you will also notice that some of your old stakeholders may no longer have any interest in your project. Power and influence may also change over time; therefore, you should keep monitoring it as well.
SESSION 3.6
Stakeholder Analysis and Management

Activity/Methodology: Using the Stakeholder Analysis Matrix

Purpose/Objectives:
>
To analyse the level of power and interest of various stakeholders

To assess the best strategy for engaging with each of them

Time: 60 minutes

Materials: Chart paper, markers, stakeholder analysis hand-outs, pens

Note for the Facilitator and Activity Instructions:

Stakeholder management in simple terms means identifying, analysing and influencing individuals and groups who might support or resist the change.

Step 1: In small groups, identify who are the key stakeholders for your change project from the long-list prepared.

Step 2: On a sheet of paper, plot the key stakeholders for your issue/change project as per the given Matrix according to power and influence (X axis) and their interest or agreement with the change project (Y Axis).

To classify stakeholders, you may ask yourself the following questions:

► What is the power of the stakeholder?

► How much influence do they have on the project?

► What is the interest level of the stakeholder?

► How much do they desire to be involved with the project (participate to change)?

Once you get the answers to these questions, you can classify the stakeholders.

Step 3: The classification of the stakeholders helps in determining the kind of engagement that is required / possible.

Refer back to the values and conflict handling modes sessions and identify which is the best mode of engagement for each of the key stakeholders – Avoidance, Accommodation, Compromise, Competition and Collaboration - while looking at their needs and opportunities for engagement.

Step 4: Choose a particular stakeholder for the issue aspect in consideration and look at the best mode of engagement with them.
'Blockers' = stakeholders who proactively intervene to prevent the change from succeeding; High Power & influence, Low interest and commitment to change

'Promoters or Champions' = stakeholders who proactively work to ensure that the change effort succeeds). Also known as

'Sponsors'. High Power & influence, High interest and commitment to change

'Bystanders' = Low interest and low power. They are ‘Apathetic’ or indifferent to the cause

'Supporters’ = High interest but low power to influence. ‘Sympathetic’ to the cause
SESSION 3.7
SWOT Analysis

Activity/Methodology: Charting the change journey and Gallery Walk

Purpose/Objectives:

▸ To identify the various strengths, weaknesses, challenges (threats) and supports (opportunities) for addressing the issues in the community

▸ To identify the strategies and internal and external resources and support available for the change process.

Time: 60 minutes

Materials: Board, markers, cut-outs of different shapes for each participant or chart paper, colours and sketch pens for drawing for each participant

Note for the Facilitator and Activity Instructions:

Prepare beforehand the following cut-out shapes in different coloured chart papers: Cloud, Flowers, Thorns, Boulders, Bridges – one set per participant

Distribute one big chart or full size newspaper per participant.

Scatter the various chart paper cut-outs on the floor in the centre. Ensure the following cut-out shapes are available and ask the participants to pick up one set to fill in the details as per the instructions below:

1. Cloud – Goal – what you want to achieve (refer to the problem statement)

2. Flowers – Strengths – what are the strengths that you /your group have that will help you. These could include internal strengths like personal traits, high level of motivation, confidence and conviction, commitment to the cause, solidarity within the group, or external strengths – like a strong union, sound knowledge of laws, years of experience, etc.

3. Thorns – Weaknesses – what are the weaknesses or areas that you need to improve upon. Things that would weaken your case or that the opponents could capitalize on to hamper your efforts. This could again include lack of experience, low self-confidence or unity, prior negative experiences or bad reputation, etc.

4. Boulders – Challenges or Threats – that are existing/ likely to crop up which might hamper your
efforts. These might be people, institutions, legal frameworks, financial constraints or even mental frameworks or attitudinal issues etc. which might serve as “blockers.”

5. Bridges – Supports or Opportunities – that are likely to aid you in your efforts and that you can use to further your cause. These may be influential supportive people, institutions like media, laws, financial support, emotional support and encouragement, access to experts or information etc.

Give the participants 30 minutes to fill in their cutouts and then ask them to paste the cutouts on the newspaper to chart out their journeys towards change.

Spread out all the newspapers on the floor in a row like a gallery.

Organise the gallery walk, inviting all the participants to visit the ‘stalls’ and hear from the owner of the stall about their journey of change and what might obstruct or aid their work.

Invite visitors to offer any feedback, suggestions or clarifications to help the stall owner think through some aspects they may have missed or need to reflect on a bit more.

Close by sharing that they are all not alone in their journeys and the various journeys are all in fact closely inter-related and will support and strengthen the larger momentum towards a better world we all aspire for.

Sample of the cutouts placed on a sheet to symbolize the SWOT of the change journey
SWOT analysis is a strategic planning tool that can be used by change agents to do a situational analysis of the community for the change project. It is an important technique to map out the present Strengths (S), Weakness (W), Opportunities (O) & Threats (T) the community intervention is facing/likely to face in its current environment.

The SWOT Analysis framework enables a group or organization to identify the internal strategic factors such as - strengths and weaknesses, & external strategic factors such as - opportunities and threats.

The Strengths-Weaknesses-Opportunities-Threats (SWOT) Analysis/Matrix enables the young change-makers to develop four types of strategies:

- **SO (strengths-opportunities) Strategies:** Those that build on Strengths to exploit Opportunities and enhance Strengths to expand Opportunities.

- **WO (weaknesses-opportunities) Strategies:** Those that resolve Weaknesses to exploit Opportunities and reduce Weaknesses to expand Opportunities.

- **ST (strengths-threats) Strategies:** Those that build on Strengths to avoid Threats and enhance Strengths to thwart potential or imminent Threats.

- **WT (weaknesses-threats) Strategies:** Those that resolve Weaknesses to avoid Threats while reducing Weaknesses to thwart future Threats.
SESSION 3.8
Designing the Intervention - ADDIE Model

Activity/Methodology: Brainstorming and presenting the ADDIE model

Purpose/Objectives:

► To identify the various elements and steps of planning an intervention using the ADDIE model

► To recognise the benefits of having a well-thought out, comprehensive, systematic process of planning and designing an intervention.

Time: 20 minutes

Materials: Board, markers, ADDIE model chart (prepared beforehand), hand-outs for participants

Note for the Facilitator and Activity Instructions:

MIND JOGGER: “WH” GAME

Materials: Sheets of paper for each group with one of the WH question words on each - WHERE, WHEN, HOW, WHO, WHAT, WHICH; Board for scoring; Facilitator to prepare a set of answers for questions beforehand

Start with the game.

This is called the WH game where participants will use the W and H words to frame questions to answers that the facilitator will provide.

The player who chose the word will also write its correct definition on a similar chit.

The participants should be divided in groups of 4 or 5 people. Each group gets a set of WH-question words (where, when, how, who, what, which) each written on a sheet of paper. Place an easy-to-sit-on chair in front of the board.

The facilitator reads an answer (refer Tips section for sample answers); the groups quickly send someone to sit on the chair carrying the right question word. The student who sits there first has a chance to produce the whole question and score 5 points. If the question is wrong, another group can give it a shot, but this time it is worth 10 points.

In case you have a tie or you want to spice it up, you can use the bonus/challenge round (especially with stronger groups). It’s worth 20 points each correct question, 40 if the first groups gets it wrong. Play a few rounds of this game and then get everybody to settle down.
Tell the participants that we are nearing the last few sessions of the workshop and this is an important session for consolidating and applying learning from all the previous sessions. They would be planning out an intervention to address their chosen issue with their chosen stakeholder.

How will you start your planning of addressing the issue? What will be the key elements or steps of your intervention planning process? Give them 15 minutes to jot it down in their ‘issue’ groups and share one by one.

As they share, cluster the relevant points in different parts of the board, corresponding to the 5 phases of A-D-D-I-E. Guide the participants to fill in the missing elements and give a name or title to the cluster of points in each stage using the WH questions used in the first game. Refer to the Tips section for the ADDIE diagram.

Then introduce the ADDIE model and present the chart already prepared, explaining each stage, with examples. You may also use the enclosed handout.

Invite any clarification on the terms or on what is done at each stage. Point out to them that the ADDIE model is nothing very new; they may have been doing most of the things intuitively without giving it a name, but having a model or framework for reference ensures that nothing is missed and there is a logical sequence of preparation that is helpful.

Ask them how the ADDIE model will help them in planning future interventions.

Now give them time to work on their change project plan in their small groups.

Additional Tips for the Facilitators:

Sample answers for the Mind Jogger WH game

- **I got up at 6AM this morning** *(WHEN did you wake up today?/WHAT time did you wake up today?)*
- **My favourite actor is Amitabh Bachchan** *(WHO is your favourite actor?)*
- **Out of the 5 items on the menu, I chose the least expensive Biryani.** *(WHICH dish did you choose from the menu card?)*
- **I came here by changing 3 buses.** *(HOW did you come here? / HOW many buses did you change to come here?)*
- **I am going to wear a saree for the wedding.** *(WHAT dress are you going to wear for the wedding?)*
► I am wearing this shawl because I am feeling cold. (WHY are you wearing a shawl?)

► I got this hair-cut done at my local barber shop (WHERE did you get this hair cut done?)

► For older groups, you can get more creative and add more humour, encouraging them to think out of the box.

► The last time I had a bath was last week.

► I coloured my hair green as it matches with my favourite plant.

► This is the fourth time today that I am driving by the same fountain.

The ID Process- The ADDIE Model: The model given below describes the overall process you would need to follow when designing instruction for any type of audience. You would probably have intuitively outlined similar steps for the residential camp you just designed.
The ADDIE Model is an approach originally used by instructional designers and content developers to create instructional course materials, but has now widely been adapted for programme/intervention design of various kinds. ADDIE is an acronym for the five-phase process of Analysis, Design, Development, Implementation and Evaluation.

These phases are briefly outlined below:

Analysis. In the first phase, the need of the intervention is detailed, objectives are established and issues such as existing learning levels of the target audience are identified. This may be done through a questionnaire, personal visit and interaction or research about the context and need of the target group.

Design. A variety of aspects are addressed at this phase to achieve optimal design and systematic development of the intervention or programme, as per the needs analysis done in the prior step. They include learning objectives, developing an overall framework, content and methodology selection, as well as the flow and structure of the intervention.

Development. This is where the actual content is created following the blueprint from the design phase. This could include gathering of reference material, development of tools and detailing of content based on the chosen methodology. For eg., preparation of role play scripts, selecting films to be screened and outlining the discussion points, preparing a survey questionnaire etc.

Implementation. This phase focuses on actual implementation on the ground – whether in the form of a training, campaign, research study etc.

Evaluation. The evaluation phase is ongoing throughout the design and implementation process. Its purpose is to ensure that all stated goals of the learning process will meet the specified needs, and also looks at the effectiveness of the implementation. This may take the form of feedback from the participants, measurement of outcome and impact indicators, qualitative evidence and observations and overall process feedback and experience. The learning and insight from the evaluation will feed into further planning and design, and hence the ADDIE loop is complete.

▲ Theater performance highlighting the importance of volunteering
SESSION 3.9
Action Plan and Implementation – Change Projects

Based on the learning from the sequential sessions in this Section of the training, the action plan may be documented and presented using charts covering the following aspects:

<table>
<thead>
<tr>
<th>What is the issue:</th>
<th>Refer to the issue identification and problem definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why is it important:</td>
<td>Based on the problem analysis</td>
</tr>
<tr>
<td>Aspects of issue to be taken up:</td>
<td>Based on problem analysis and Root Cause Analysis</td>
</tr>
<tr>
<td>People/Stakeholders who are targeted:</td>
<td>Chosen based on Stakeholder Analysis</td>
</tr>
<tr>
<td>Resources and Support available:</td>
<td>Refer to SWOT Analysis</td>
</tr>
<tr>
<td>Methods to address:</td>
<td>Choose one or more actions to address the specific aspect of the issue (needs analysis) for the specific stakeholder (target audience) and plan out the intervention using the ADDIE model. This could take the form of a workshop, awareness street play, campaign, survey, etc.</td>
</tr>
</tbody>
</table>

The participants may be given time to implement their Change Projects either in a controlled environment in the real community or as a classroom simulation where the rest of the participants could take on the role of the specific stakeholder with whom the intervention is being done.
He who knows others is learned, but the wise one is the one who knows himself. Learning without wisdom is of no use
- APJ Abdul Kalam
CONSOLIDATION OF LEARNING AND FEEDBACK

1. Feedback On The Change Project
2. Consolidation Of Learning From The Workshop
3. Feedback On The Workshop
4. And The Learning Continues...
SESSION 4.1
Experience Sharing and Feedback on the Change Project

Activity/Methodology: Sharing and Sandwich Method

Purpose/Objectives:

► To learn a principle and technique of giving and receiving positive and constructive feedback
► To offer feedback on the change project implementation

Time: 60 minutes

Materials: Board, markers, chart paper

Note for the Facilitator and Activity Instructions:

The facilitator introduces the Sandwich feedback method by asking participants what are the components of a sandwich and drawing a large sandwich on the board.

The top slice and bottom slices of bread refer to Positive things that hold the filling inside and make it edible and fulfilling. This consists of what went well.

The centre stuff of vegetables, meat, sauces etc. is the one which makes the sandwich tasty and nutritious. This corresponds to the Constructive feedback which talks of how things could have been better.

Just as the spicy sweet and strong tastes of the centre are sandwiched and held between two slices of bread that gives the sandwich a balanced taste, nutrition and flavour, similarly feedback is best given and received when the Positive and Constructive are balanced out and presented in a way as to start with the inviting Positive which opens up people to listen to more, the Constructive which is the masaledaar centre presented in a palatable way, and again ending with the Positive which neutralises the strong tastes and leaves a pleasant and memorable after-taste.

We will now do a sharing of the project planning and implementation experience followed by feedback from the rest of the group.

Invite all the participants to revisit the ‘stalls’ with the action project plans and have each participant or group make a presentation on their experience of implementing the action plan. The others can write out their feedback on sheets in PCP format, with their names.

The person or group presenting will be invited to first do a self-assessment
following the PCP technique. The facilitator can invite two other participants to share their PCP feedback orally in the group, while the others pass on their written feedback sheets.

Repeat this process for each individual/group.

1. Close by asking the following questions:

2. How was the experience of presenting your projects?

3. How did you feel when you received feedback? How open/comfortable were you in receiving different types of feedback?

4. Was there anything you learnt new about yourself/your project? Which elements of the feedback did you find especially motivating? Which elements did you find particularly useful for growing and getting better? (positive and constructive)

5. How did you feel while giving feedback? Share your level of comfort/discomfort? Did you find any aspect particularly challenging?

Close by asking each participant by turns to share one thing that would do (reinforce existing or start something new/different) going forward.

Ask all the group to go to one another member whose feedback they found useful and thank them while giving a hug (if appropriate in the context and participants are comfortable.)

**Additional Tips for the Facilitators:**

The feedback may be done at either of two points:

1. On the project plan (last session in the previous Section)

2. After the project implementation (if others have participated or witnessed it)

If the presentations are happening post-implementation, they may be spaced out and spread across the 2-3 days of the workshop so that there are only 2-3 presentations happening at a time and people show attention and interest and the feedback is engaged and genuine. Otherwise, with too many presentations happening one after another, fatigue may set in and the feedback may become just a formality.
Always invite the participant who is presenting to share their self-assessment feedback first. This helps them reflect and see their own strengths and flaws and makes them more open to receiving constructive feedback. Also, the others can see what the participant has already identified in themselves and therefore need not repeat that, but can help give constructive suggestions on how to do it better.

feedback from beneficiaries on impact, feedback from various stakeholders, feedback on process, interpersonal feedback on working together, self-assessment

Handout:

The Sandwich Method of Feedback

1. Slice of Bread 1: Start off with positive feedback (authentic praise of something they did recently)

Starting with something positive is relatively easier, as it also makes the person receiving the feedback to pay more attention and be receptive to what you have to say.

Examples: “By the way, Ramesh, I have to hand it to you on that deal you closed yesterday...that goes a long way towards helping us reach our goal.” “Anne, I really appreciate you chipping in for Nadeem this week while she was out of the office — that type of teamwork exemplifies the values I’m trying to instill at our company.”

The “Meat of the Matter”: Provide your constructive criticism

Be brief (yet clear and thorough) in your delivery of the meat of the matter — the critique you want to share in a constructive manner.i.e., try to give them the criticism in the context of how they can IMPROVE themselves and it can help THEM reach their goals.

Examples: “Ramesh, you’re so good at what you do that it’s hard to ever find suggestions on how you can improve. That said, I know you really want that promotion to Director of Sales. One skill you’re going to need in that position is analytics, and your weekly reports are currently pretty light on analytics. For you to earn that Director of Marketing spot, I recommend that you gain some mastery over analytics.”

“Anne, I know this is tough for you to hear, but you are perceived by some on the team as cocky. And I know that you mentioned that you wanted a transfer to Customer Service — well, we certainly don’t want them hearing that you have a reputation for cockiness. I recommend that you and I work together on making sure you’re not perceived as cocky.”

The 2nd Slice of Bread: End on a positive note

Ideas on how to end with positivity include

• You can simply reiterate the initial positive feedback/compliment you had given them.
• You can speak in general terms about how much progress they are making.

• You can compliment them on their receptiveness to receiving constructive criticism.

Examples: “Ramesh, that deal you closed was really important and I’m thrilled with the fact that you and I can have an open conversation about working harder on analytics.”

“Ramesh, I really admire your enthusiasm about developing yourself. You were already making headway and this analytics thing can be icing on the cake. I think it’s a huge benefit in you progressing towards the Director of Sales position you covet.”

“Anne, you’re really on the right track here. This cockiness thing is just a bump in the road and I’m looking forward to working on it with you.”

It should go without saying that all of your criticism (positive or negative) should be authentic and well thought out.
SESSION 4.2
Consolidation of Learning from the Workshop

Activity/Methodology: Quiz

Purpose/Objectives:

► To recap the sessions and the learnings from each session

Time: 60 minutes

Materials: Board, markers, chart paper

Note for the Facilitator and Activity Instructions:

Ensure the room/training hall is set up as a learning space beforehand with all the charts from the training put up around the room.

Divide participants into groups of between 5-10 persons each. Name the teams and set it up as a Quiz.

Each group has to prepare charts recapitulating all the sessions and activities over the 5/10 days of the training and listing out the learnings from each session. This is an open-book quiz and so the participants may consult any sources, charts or other documents to answer this quiz.

They have half an hour to prepare their charts and will return to the group at the end of half hour. The facilitator may visit the groups to supervise what is happening and remind them to clearly articulate their specific learning. Encourage each group to involve all members and get their inputs.

Once everybody is back at the end of half hour, set the tone for the quiz with the participants sitting group-wise and facing the board.

Welcome everybody to the quiz and invite the groups to introduce themselves.

Introduce yourself as the quizmaster.

Explain the rules:

One team will start first with Day 1- sharing the sessions (key theme/topic) and the learnings.

Once they are done with Day 1, the floor is open for the buzzer round and any other team is free to press the buzzer and add any points that may have been missed by the first team. The other teams are allowed to challenge any point they do not agree with by pressing the buzzer and saying “justify”. If the justification is found satisfactory and accepted by the group, the point is taken, else rejected.
Every team that presents a particular day will get one Blue Moon. Buzzer round will carry one Gold Star per point. If a presenting team presents all the points and the other teams have nothing to add, they get a Red Sun.

The Quiz master will plot the scores and the Quiz Master’s decision is final and binding.

Clarify the rules if required, create excitement and start the quiz. After all the sessions are covered, announce the scores and applaud the teams that got the Blue Moons, Golden Stars and Red Suns. (You may distribute toffees to all as ‘prizes’.) Congratulate all the teams saying they are all winners as they have successfully picked up and consolidated all the learnings from the last many days of training.

Invite all the groups to put up their charts.
SESSION 4.3
Feedback on the Workshop

Activity/Methodology: Active Reviewing Technique and Written Feedback

Purpose/Objectives:

► To get participants to reflect on the workshop experience and learning and share their feedback

Time: 60 minutes

Materials: Board, markers, feedback forms, Gems or other multi-coloured candies (atleast 1 per person, chart paper

Note for the Facilitator and Activity Instructions:

Based on the recap and reflection of what we did over the last 5/10 days, inform the participants that we would like to know their individual experiences and personal takeaways from the workshop.

The feedback on the workshop will be done through 2 processes –

1. Individual written feedback and
2. Collective sharing

1. Individual written feedback:

Distribute the forms to all the participants and ask them to fill the form with their clear and honest feedback.

Inform them that the written feedback is to ensure that everybody’s responses on all aspects are captured and for recording purposes. They have 10-15 minutes to fill the same and turn them in. The recap charts are put up in case they want to refer to it for session names.

There is no correct or wrong answer, and nothing called ‘negative’ feedback, because it is only when we know what didn’t work well can we improve upon the same. Tell them that their feedback and suggestions would help make the workshop better the next time, so to fill the form from that perspective. They are free to write their names or leave it anonymous, though it will be great if they could put their names and take accountability for their feedback, while trusting that the feedback will be taken in the right spirit.

The possible parameters for the written feedback are outlined in the form below (hand-out). The facilitator may adapt the form as per the requirement. These may also be filled at the workshop and collected and collated later.
2. **Collective sharing:**

*Once the forms are filled and collected, invite everybody into the circle for a collective sharing.*

*Pass around a packet of Gems or coloured candies and ask everybody to pick one or more.*

*Now participants are invited to share their reflections based on the colour of the candy as per the key below:*

**Red:** One reflection about Self (something new I learnt about myself)

**Blue:** One key Learning that I will use in my life

**Green:** One reflection about Working with others/in a Group (about group processes, informal space, bonding and friendships)

**Yellow:** Wild Card (can pick any aspect or share anything)

**Pink:** One thing for which I want to say Thanks to somebody

You may do a couple of rounds and end with a Pink yourself, inviting everybody to the centre for a Group Hug or holding hands in a circle to express gratitude for this opportunity to learn and grow together and better contribute to the world.
PARTICIPANT FEEDBACK ON THE TRAINING WORKSHOP

Name:                                      Date:

• What sessions did you like most and why?

• What sessions did you like least / found difficult/ not clear? Why?

• Your learning from the 5/10 days. Write out specific learning from different sessions as well as from the whole experience. How will you apply the learning in your work/life?

• Overall feedback on:

  Facilitation/Resource Persons

  Content/Topics covered

  Methodologies Activities

• Logistics and Arrangements. Rate on a scale of 1-5; (1-least and 5 – most satisfactory) and include your comments

  Travel

  Stay/Venue

  Child Care (if any)

  Food

• Overall, How would you rate this workshop on the following parameters? (1-Least, 10-Highest)

  Interesting: (Scale 1-10)                      Useful: (Scale 1-10)

• Any suggestions for future programmes

• Please tell us a little more about yourself:
• What is your age group? (tick on the applicable option)

< 25 years  25-30 years  30-40 years

• Have you attended a similar training in the past?

• What additional themes would you have liked covered in this training/future training?
SESSION 4.4
And The Learning Continues...

Activity/Methodology: Tyre game

Purpose/Objectives:

► To remind ourselves that learning is an ongoing process and not a one-time event

Time: 15 minutes

Materials: A large area so all participants can stand in a circle and move safely, a bicycle tyre

Note for the Facilitator and Activity Instructions:

Ask participants to form a circle, holding hands with the two people next to them so all hands are connected in a circle.

Introduce the tyre. Ask a person to unclasp their hand, place the tyre on their arm and then hold hands again. The tyre should now be hanging on the arm.

Explain that the objective is to pass the tyre from one person to the next without unclasping any hands. (In practice, this means that the tyre passes through arms and then a head followed by stepping into and then out of it and then it goes out of the head and moves to the other side.)

Once they are ready, ask them for a time estimate before starting. Start the timer and time their performance. The first round used for familiarisation.

Explain that there will now be two more rounds and they need to see if they can improve their performance each time. They should treat it like their project.
Before the start of each round take a couple of minutes for brainstorming and planning.

Ask them to get ready for the second round, start the timer and say START. After the second round, record the time and let them know how they have performed. Go through the third and final round.

Measure their time and let them know if they have been able to perform better than the last two rounds.

Bring back everyone together for a quick sharing of experience and relevance of the exercise to the workshop.

Points for discussion:

► How are you feeling? How was the game?

► Any idea, why we did this game? Any reflections for real life from the game?

► Notice the fact that each time we got better at the timing. Any specific learning from that relevant to our training programme?

► Close by summarising the key points.

Summary of Key takeaways:

► There are several takeaways from the game. Focus on the ones relevant to the group.

► The game involves trust, strategy, collaboration and teamwork, and encouraging everybody to do their bit towards achieving the group goal.

► It points to the need for self-belief that even what seems impossible is doable and needs to be attempted.

► It also shows that we get better and more efficient when we keep trying and practising and learning from our mistakes. Something that would be useful when we work on our change projects when we go back, and for any change in our lives and surroundings generally. Keep at it with perseverance and belief, and things will improve/change.

► Above all, it shows that learning is a process and not an event. It does not stop here. And hence, this training programme is only just the beginning and the learning process needs to continue well beyond the boundaries of the workshop.
“Develop a passion for learning. If you do, you will never cease to grow.”

- Anthony J. D’Angelo
ANNEXURE
ANNEXURE 1
About the Strengthening NYKS and NSS Project:

**Background**

The Ministry of Youth Affairs and Sports (MoYAS) has been running two flagship schemes namely; National Service Scheme (NSS) since 1969 and Nehru Yuva Kendra Sangathan (NYKS) since 1972, for promotion of volunteerism amongst the youth in the country. The 12th Five Year Plan (2012-17) called for strengthening NSS and expanding its coverage from the existing 3.3 million school and college students by 0.5 million per annum for a period of five years. The 12th Five Year Plan also gave thrust to the strengthening of the Nehru Yuva Kendra(s) (NYKS)— in terms of consolidating, expanding and energizing the youth club movement for engaging the rural youth in various socio-economic and community activities.

**About the Project:**

The Ministry of Youth Affairs and Sports and UN Volunteers/United Nation Development Programme are implementing a project titled “Strengthening Nehru Yuva Kendra Sangathan (NYKS) and National Service Scheme (NSS)”, with the objectives of providing catalytic support to the Youth Volunteer Schemes of the MoYAS and facilitating greater youth participation in the developmental agendas of the Government.

**Project Outputs:**

- Strengthening National Youth Volunteer Infrastructure of Department of Youth Affairs
- Increasing recognition for the contributions made by youth volunteering
- Increased and diversified opportunities for youth volunteers by strengthening the capacity of the rural youth clubs.

**Overall Outcome**

- Increased recognition and diversified opportunities for youth volunteerism
About UNDP:

UNDP works in almost 170 countries and territories, helping to achieve the eradication of poverty, and the reduction of inequalities and exclusion. We help countries to develop policies, leadership skills, partnering abilities, institutional capabilities and build resilience in order to sustain development results.

UNDP has worked in India since 1951 in almost all areas of human development, from democratic governance to poverty eradication, to sustainable energy and environmental management. UNDP’s programmes are aligned with national priorities and are reviewed and adjusted annually.

Website: http://www.in.undp.org/
About United Nations Volunteers (UNV):

The United Nations Volunteers (UNV) programme contributes to peace and development through volunteerism worldwide. UNV works with partners to integrate qualified, highly motivated and well supported UN Volunteers into development programming and promote the value and global recognition of volunteerism. UNV is active in around 130 countries every year. With Field Presence in over 80 countries, UNV is represented worldwide. UNV is administered by the United Nations Development Programme (UNDP) and reports to the UNDP Executive Board. They are operating in India since 1999.

United Nations Volunteers (UNV) is the nodal UN agency that contributes to peace and development worldwide through volunteerism. UNV believes in ‘Volunteerism for Development’. The concept of volunteerism for development centers on optimizing volunteerism’s impact on peace and development. Achieving this, requires the cooperation and commitment of the public sector, civil society and the private sector with support from the United Nations system and the world community. Individual citizens also have an important role to play through volunteering. Every day, individuals are engaged in development initiatives through volunteer actions, both large and small, in an effort to improve conditions for others and themselves. Volunteerism by many millions of people is critical to achieving the Sustainable Development Goals (SDGs).

Website: http://www.in.undp.org/content/india/en/home/operations/UNV
ANNEXURE 2

About Rajiv Gandhi National Institute of Youth Development (RGNIYD):

The Rajiv Gandhi National Institute of Youth Development (RGNIYD), Sriperumbudur, Tamil Nadu, set up in 1993, is an Institution of National Importance by the Act of Parliament under the Ministry of Youth Affairs & Sports, Government of India.

The RGNIYD functions as a vital resource centre with its multi-faceted functions of offering academic programmes at Post Graduate level encompassing various dimensions of youth development, engaging in seminal research in the vital areas of youth development and coordinating Training Programmes for state agencies and the officials of youth organisation, besides the Extension and Outreach initiatives across the country.

The Institute functions as a think-tank of the Ministry and premier organization of youth-related activities in the country.

As the apex institute at the national level, it works in close cooperation with the NSS, NYKS and other youth organizations in the implementation of training programmes. The Institute is a nodal agency for training youth as a facilitator of youth development activities in rural, urban as also tribal areas. The RGNIYD also serves as a youth observatory and depositary in the country thereby embarking on youth surveillance on youth-related issues. It has a wide network with various organizations working for the welfare and development of young people and serves as a mentor.

RGNIYD Regional Centres

RGNIYD has established a Regional Centre at Chandigarh. The Regional Centre campus is located on a lush green sprawling campus of 11 acres of Sector 12 in the city of Chandigarh. The campus is adjacent to a medical institution.
known as the Post Graduate Institute of Medical Education and Research. The Regional Centre campus is equipped with infrastructure facilities that match international standards which include well-equipped air-conditioned Seminar Halls with latest Audio – Visual equipment’s to provide the necessary support to organise effective training programmes, main administrative block. RGNIYD, Regional Centre campus Infrastructure in keeping with its stature as a resource centre, RGNIYD Regional Centre has a well-organized and rich library with a large collection of books and journals. The Information Technology lab is equipped with the latest hardware and software with dedicated lease line connectivity which enhance IT skills of the youth enrolled under various programmes conducted at Regional Centre Chandigarh.

**Website:** www.rgniyd.gov.in
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