

Nae Roshni

a facilitators manual supporting mental health
and wellbeing for people in prisons



A resource developed by Burans, Herbertpur Christian Hospital, a unit of the Emmanuel Hospital Association

www.burans.org

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Objective of the module:

Promote mental and social well being among the prison inmates and build resilience.

Module 1: Welcome and introduction



Learning aims for this session

To welcome participants to the training, provide an overview of the course objectives and timetable, and explore ideas about mental health and mental disorders.

What you will need

- Large piece of paper/chart, scissors
- Markers for the facilitator
- Before the group meeting: Write out the purpose- Group Ground Rules on a piece of paper.



Overview of this session

- | | |
|-------------------------------------|--------|
| • Learning objectives and materials | |
| • Introduction | 5 min |
| • Best Thing Activity | 15 min |
| • Ground Rules | 10 min |
| • What is Mental health? | 10 min |
| • Summarising | 10 min |

Icebreaker



Gandhiji says (importance of rules), Facilitator briefs the ground rules for the module - hands up to talk, listen to those speaking, not putting down anyone during the discussions.



Step 1: **Introduction**

Greet the group and introduce yourself to them and give an outline of today's meeting.



Step 2: **Something I am good at Activity**

Ask everyone in the group to form a pair with someone born in the same month as them. If needed they can pair with someone born in a nearby month. Instruct participants to introduce their partners and share four pieces information about them like:

1. Their name

2. One good quality that they have (loving, trustworthy, hardworking, responsible, mature, creative, patient, thoughtful and so on)
3. One skill that they have (music, art, sports, language)
4. Their hobbies (reading, listening to music, playing etc)

Allow **five minutes** for discussion in pairs. Then going in a circle, participants should each introduce their partner to the rest of the group and mention their 'Best Thing' .



Step 3: Ground rules

With the group, ask why it is useful to have some ground rules for the programme?

Write these rules ahead on a piece of paper and then ask people which ones they think should be included for this group.

Ask for a volunteer participant to write these on a large sheet of paper as they are identified and agreed on by the group.

We are committed to attending all the sessions and arriving on time.

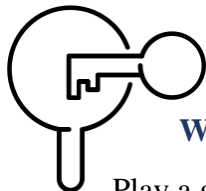
We will listen to each person when they are speaking.

We will try to each contribute to the session.

We will respect each others' opinions even when they are different from our own.

We won't share or discuss information we hear at times we are outside of the group.

We will try to support each other and our own experiences of mental health or troubles.

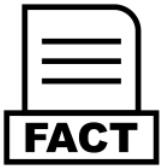


Key Discussion What is mental health?

Play a game to encourage people to stand up if they agree with these statements as you read them aloud. If they don't agree with a statement they should sit down. Some statements are clearly wrong or right and other statements are just an opinion. Try out the first two examples and see if the group has the idea.

1. There are 13 districts in Uttarakhand
2. Vande Matram is the national song of India
3. If someone is mentally healthy they will never cry
4. Talking to others is a way to improve mental health
5. If someone is mentally healthy now they would never be mentally unwell in the future
6. If someone has trouble with sleeping they should watch less TV and take more exercise
7. Anxiety and depression can make people's sleep disturbed
8. A psychiatrist is someone who is a doctor for people with mental health problems.

After this game, ask if anyone in the group could share what they think mental health is. If it hasn't been discussed, share some of the ideas in the Fact Sheet below with the group.



Fact Sheet

Mental health is defined by the World Health Organization as a state of well-being in which the individual:

- realizes his or her own abilities;
- can cope with the normal stresses of life;
 - can work productively fully; and
 - is able to make a contribution to his or her community.

1) A healthy person has a healthy mind and is able to:

- think clearly;
- solve problems in life;
- work productively;
- enjoy good relationships with other people;
- make a contribution to the community.

2) It is these aspects of functioning that can be considered as mental health.

Mental health is vital for individuals, families and communities, and is more than just the absence of mental disorder.

Why Mental Health?

- Mental Health affects other aspects such as Physical, social and financial aspects of a person
- The earlier we identify the symptoms, the easier it is to manage
- Mental ill health affects relationships with others and oneself

To be a healthy person we need to have both mental and physical health, and these are related to each other.

Mental health provides individuals with the energy for active living, achieving goals and interacting with people in a fair and respectful way.



Summary

The overall aim of this programme is to build the capacity of prison residents in the field of mental health so that they have skills and knowledge to live well and be responsible citizens.

For next week's module : **Bring something that represents you?**

What characteristics do you want to share?

Module 2: Identity



Learning aims for this session

To realise the value of one's own life, the impact and difference they can make in other people's life.



What you will need

- A fake 2000 Rs note
- Paper and Pen for all the participants



Overview of this session

- | | |
|-------------------------------------|-------|
| • Learning objectives and materials | |
| • Introduction | 5 min |
| • Value activity | 5 min |
| • | |

Activity

Hold a Rs 2000 note and ask the participants the value of it- they would say it as a 2000 Rs note. Crush it and ask it's value again. Stamp on it and ask it's value again. Tear it a bit and ask it's value again. Did the value come down to Rs 100?

Reflection questions

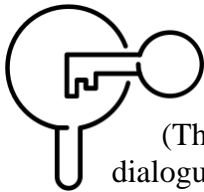


1. What happened to the Rs 2000 note?
2. What makes it still valuable?
3. How can you relate it to your own life?
4. How valuable do you think you are? (Who are you more or less valuable than)?



Activity 2: **Bring something that represents you?**

What characteristics do you want to share?



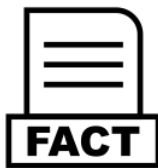
Key Discussion

Based on a role play

Role Play – There is a series of a drama happening and this is one scene

(The group members are to think through the scenario and come up with the dialogues and action)

- 1) A king, 2 spies who have come to kill the king and 4 guards on 4 sides- 2 guards will save the King.
- 2) What was the posture and words of the King? How was he different and why?
- 3) What was the posture and words of the spies/guards? How was he different and why?
- 4) Imagine that it is a movie scene and Sharukh Khan is playing the Hero. What if he could not come on that day? (Is he replaceable in this scene? Who is replaceable?)
Take up roles and responsibilities that makes you very important and valuable to the family and the society – this will give you a sense of value, identity and purpose/direction.



Fact Sheet

- You behave according to who you believe you are
- Being precedes doing – e.g If you strongly identify yourself as an honest person you are unlikely to tell lies. Who do you want to be?
- Types of identity – Personal Identity, Professional Identity, Relational Identity. Professional ID can change, relational identity (son, brother, daughter) is more or less constant throughout life.
- Take up important roles and responsibilities in your life- roles define you and help you to be productive and resourceful to the family and society (start with consistently doing small tasks).



Summary

- You are created uniquely by God for his good plan and purpose in you family and society. I am precious and valuable. When I value myself, I behave valuably.
- Nobody can replace you. There is nobody like you who ever lived, is living and is going to live.
- Your value doesn't decrease according to other's thoughts and actions on you.
- Your belief of your 'being' determines your 'doing'.

Session 3: Understanding Mental Distress



Learning aims for this session

- To understand mental health scale and mental distress
- Understand the causes of mental distress/illness



What you will need

- Black board or chart paper and markers for facilitators
- Printed out colour and laminated copy of the pictures at bottom of this module



Overview of this session

- | | |
|-------------------------------------|------------|
| • Learning objectives and materials | |
| • Emotional Check in | 5 min |
| • What we discussed last week? | 5 min |
| • Icebreaker | 5 mins |
| • Symptoms of mental distress | 10 minutes |
| • Causes of mental distress | 10 min |
| • Pictures for discussion | 10 min |



Emotional Check- in **How do I score activity?**



Ask participants to get in pairs and talk about how positive they feel today with a score out of 10.

If 10 is feeling great and 1 is feeling terrible

A step further could be to use this as an opportunity to highlight mobility within these moods situations by asking particular questions that can mine some strengths/resources/ solutions.

If 10 is feeling great and 1 is feeling terrible and someone puts a 5,

Ask participants to think where on the scale where they feel they are now.

(NOTE: If any person draws themselves as having very low mood, don't discuss in front of the group but try to talk to them at the end of today's module)

"what made you put yourself at a 5 instead of a 4?"

"Where would you hope to be by the end of the week?" (then if it's a 7) "what would a 7 look like?"

"What would you be doing differently if you were at a 10?"

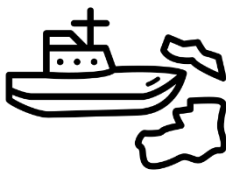


What did we discuss last week

Go around the group and ask each person (using their names) about their experience of the previous session.

Icebreaker

Opening circle and game



Begin with a game. Everyone should be standing. Call out a question and have people form groups with people who have the answer in common.

For example:

- a. Hop to the back if you are wearing socks!
- b. Stand on the right if you have more than 2 siblings!
- c. Gather in the front if you are born outside of this state
- d. If you can drive a scooter do 5 jumps where you stand
- e. If you have been to Delhi, wave your hands in the air. (Encourage movement)
- f. If you like eating sweets move to the left of the room

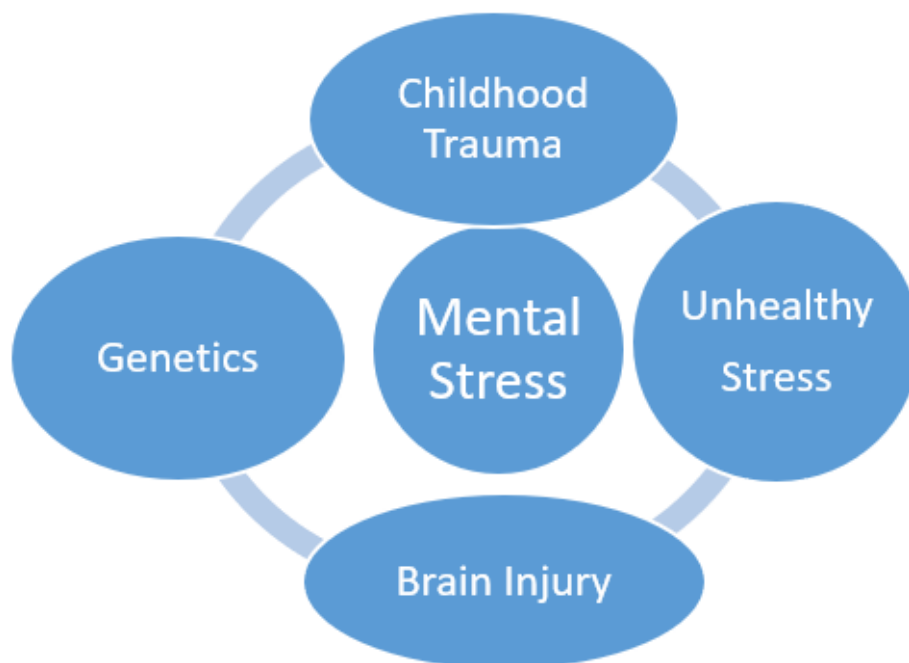


Key Discussion

Symptoms of mental illness/ distress

Introduce the concept of mental health and the symptoms of mental ill-health. Make sure you have printed out the pictures at the bottom of this module, give two printed pictures to group members who have formed pairs. Ask each pair to discuss together what mental health problems those in the pictures might be experiencing. What names might they use for each person's symptoms

What causes mental distress?



Ask group members to get into pairs and discuss how they think people develop mental distress.

Genetics: Your brain is similar to that of a direct relative. Sometimes mental illness can be passed on from one generation to another. This is because a person's brain is built during the time of pregnancy. If there are previous problems from blood relatives it can affect how the brain is built.

Childhood trauma: Physical abuse, accidents, illness – not getting the care and attention that is needed when you are a child.

Brain Injury: Accidents, motorbike accident, hit to the head, medical injury, stroke, lack of oxygen.

Unhealthy Stress: Tension and worries, fear and unhappiness, cannot solve problems, unreasonable expectations and demands on themselves and others.

Pictures for discussion





Session 4: Understanding Depression



Learning aims for this session

- To understand difference between sadness and depression
- To understand the key symptoms and signs of depression
- To use an approach of benefit finding when things are difficult



What you will need

- Black board or chart paper and markers for facilitators
- Printed laminated copies of the Inactivity cycle



Overview of this session

- | | |
|---|--------|
| • Learning objectives and materials | |
| • Emotional Check in | 5 min |
| • What we discussed last week? | 5 min |
| • Icebreaker | 5 mins |
| • Difference between sadness and depression | 10 min |
| • Get going, Keep doing | 10 min |
| • 2 case study | 10 min |
| • Quiz | 5 min |

Depression

Discuss with the group the types of symptoms of mental health problems linked to depression and write Physical, Feeling, Thinking, Behaviour and Imaginary on the board

- ❖ Talk about how at some point in our lives we all experience sadness for short periods, e.g. after the death of a relative. When these sad moods last for more than two or three weeks and interfere with our everyday lives and relationships, we call it depression. However, being depressed is different than just being sad at times.

How can we know the difference between Sadness and Depression.

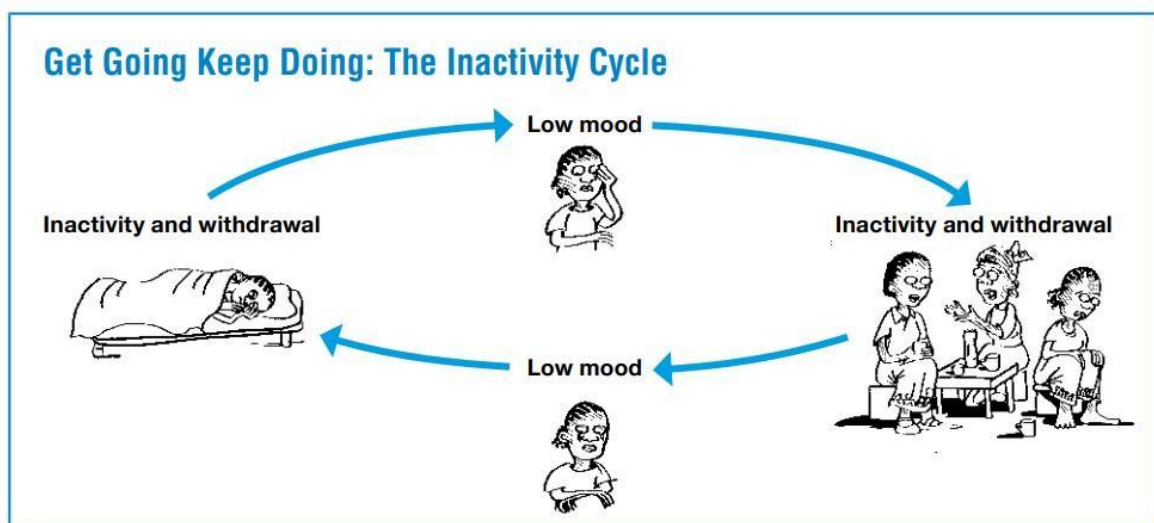
Depression can come up for no reason, and it lasts for a long time. It's much more than sadness or low mood. People who experience depression may feel worthless or hopeless. They may feel unreasonable guilty. Some people may experience depression as anger or irritability. It may be hard to concentrate or make decisions. Most people lose interest in things that they used to enjoy and may isolate themselves from others. There are also physical signs of depression, such as excessive or loss of sleep and food intake, low energy and unexplainable aches or pains. Some may experience difficult thoughts about death or ending their life (suicide). Depression lasts longer than two weeks, doesn't usually go away on its own, and impacts your life. It's a real illness, and it is very treatable. It's important to seek help if you're concerned about depression.

Depression is common and affects around 5 people out of 100. Symptoms include:

- ❖ Physical- Aches and pains, weakness, headaches, stomach aches, loss of appetite, tiredness and lack of energy, sleeping problems.
- ❖ Feeling- Sad mood, feeling hopeless or helpless, loss of self-esteem, loss of motivation, loss of emotions.
- ❖ Thinking- Suicidal thoughts, difficulty concentrating, difficulty making decisions, negative thinking of oneself, loss of interest or enjoyment in activities. Depression can lead to lack of interest in life.
- ❖ Behavioural- Staying in bed or the house all day, unable to go to work or work in the home, excessive crying, poor personal hygiene, social withdrawal from friends and family.

Get Going, Keep Doing and Case Story

Share printed laminated copies of the Inactivity cycle -



Get Going, Keep Doing aims to break this cycle and improve the client's mood by encouraging them to get involved again in pleasant and task-oriented activities in spite of their mood.¹⁴ You will need to communicate to clients that they need to “do first and the motivation or positive feelings will follow”, rather than wait until they feel motivated before starting an activity.

Finish the session with this quiz

QUIZ!!

Divide the group into two teams. You can decide either to go through the answers after you have asked each Question or you can go through all answers at the end like a test.

Quiz Questions:

1. True or False: anyone can get a mental illness?
2. Name three behaviours someone with a serious mental illness may have?

Answer = talking to self, laughing, shouting, aggression, reduced social contact, any unusual behaviour, staying in bed, saying words over and over,

3. Is a mental illness a punishment for something they have done wrong?
4. True or False: mental illness is related to a problem in a person's brain.
5. Name three people you can talk to for help about your relative's mental illness.
6. Does mental illness spread?
7. Do Rich People get depressed?
8. Is mental illness caused by evil spirits.
9. Name three things that may help someone with a mental illness.

Answer = Take time to listen well, helping them keep a regular sleeping and eating pattern, talking in a quiet calm voice, not disagreeing with them, being kind and other sensible answers.

10. What are three signs of depression?

Answer = sad mood, loss of hope for the future, thoughts of suicide, reduced social engagement, early morning waking or general sleep disturbance, negative thinking

Invite participants who have concerns about friends or themselves to come and talk to the facilitator to find where to get help. Mental health covers our emotional condition of well-being, our relationships with friends and family and our outlook on life.



Summary

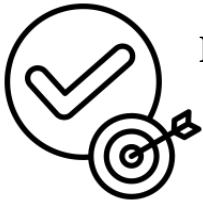
- Learning the symptoms of mental illness.
- Causes of mental distress/illness
- Symptoms of depression.
- Managing depression and inactivity



Activity to practise this week

Observe your mental health during this week and mark them on a scale of 1 to 10 as discussed in the session today. Note down reasons for giving yourself a certain score.

Session 5: Understanding and Managing Emotions



Learning aims for this session

This session explores emotions, learning how to identify, name and discuss emotions.

- How one can be aware of their own emotions
 - Understand how to react and deal with other people's emotions.
 - Better awareness about emotions makes us happier and helps us build stronger relationships.

Remind participants that what they say in sessions should not be shared by participants with others outside the group.



What you will need

- Ground rules poster
- Printed copies of Session Illustration "Talking about emotions"



Overview of this session

- | | |
|-------------------------------------|--------|
| • Learning objectives and materials | |
| • Emotional Check in | 5 min |
| • Ice breaker | 5 min |
| • Role Play | 10 min |
| • Expressing Emotions | 10 min |
| • Summary | 10 min |
| • Activity to practise this week | 5 min |























Emotional Check- in

Welcome the participants and explain that we will be starting each session with an emotional check in - we each say how we are feeling and where we feel it in our bodies. Keep it moving (don't take very long) and if someone is struggling to speak ask them to just point to somewhere in their body they are feeling. The facilitator should start e.g. "I am feeling tired as I didn't sleep well. My eyelids are scratchy"

Feelings and Emotions

Match the faces with the emotions.

Things that make me happy...		angry		Things that make me sad...
I get excited when...		embarrassed		I get angry when...
I was surprised when...		surprised		
		happy		
		worried		
		scared		
		sad		
		excited		

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What did we discuss last week

How was your past week? Did you observe your mental health and try to understand your scores for mood?



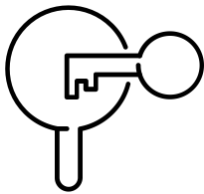
Icebreaker

This is an ice-breaker, a game that will help us all to loosen up our feelings and feel more open about sharing our perspectives and what we prioritise.

GUIDELINES: Facilitating the I would rather

1. Would you rather go into the past and meet your ancestors or go into the future and meet your great-great-grandchildren?
2. Would you rather have more time or more money?
3. Would you rather have a rewind button or a pause button on your life?
4. Would you rather be able to talk with the animals or speak all foreign languages?
5. Would you rather win the lottery or live twice as long?
6. Would you rather lose your vision or your hearing?

7. For your birthday, would you rather receive cash or gifts?
8. Would you rather go to a movie or to dinner alone?
9. Would you rather spend the night in a luxury hotel room or camping surrounded by beautiful scenery?
10. Would you rather explore space or the ocean?
11. Would you rather be a kid your whole life or an adult your whole life?
12. Would you rather be too hot or too cold?
13. When you're old, would you rather die before or after your spouse?
14. Would you rather work in a group or work alone?
15. Would you rather hear the good news or the bad news first?
16. Would you rather have many good friends or one very best friend?
17. Would you rather be gossiped about or never talked about at all?
18. Would you rather be known for your intelligence or your good looks?
19. Would you rather be a character in an action-packed thriller or a romantic comedy?
20. Would you rather live in your childhood hometown or in a different country?



Key Discussion

Role Play: Ignoring our own emotions (negative)

Ask any two voluntary members from the group to act out the role play given below-

Amit has just come back from seeing the doctor and finds out he has tuberculosis. He is very sad and afraid. On the way to his home he meets a friend.

Amit's friend Nagma: "Hello my friend! How are you?"

Amit (low energy): "I'm not sure how I am."

Nagma: "Are you feeling unwell?"^[L1]_[SEP]

Amit: "I am fine, just came back from the doctor."^[L1]_[SEP]

Nagma: "I see. But you don't seem to be well?"^[L1]_[SEP]

Amit (shouting): "No! I am not well! And I'm sure that will give you plenty to talk about with the other people! Leave me alone Nagma and mind your own business!"

Discussion about the role play

Discuss how the way Amit handles his emotions affects the action on the role play you just saw. Here are some questions to get you started:

- What emotions was Amit experiencing?
- How did his emotions affect the way he responded to his friend?
- How do you think Amit felt at the end?
- How do you think the friend felt?
- What advice would you give Amit?
- What advice would you give Amit's friend?

When discussing the role-plays in this session, be sure to have participants talk about and try the following steps:

1. Identifying emotions
2. Accepting emotions
3. Responding in a controlled way to emotion

Role Play: Acknowledging our own emotions (Positive)

Ask two more volunteers from the group to act out the role play given below-

Amit has just come back from the doctor after he has been informed that he has TB. Amit is very sad and afraid. On the way to his home he meets up with his friend.

Amit's friend: "Hello my friend! How are you?"

Amit (*low energy*): "I'm not sure how I am."^[SEP]

Amit's friend: "I came to know that you had gone to the doctor, are you not feeling well?"^[SEP]

Amit: "Yes Nagma, I needed to see a doctor, I have not been feeling too well. "

Amit's friend: "I see. You look sad"^[SEP]

Amit (in a raised voice): "I am feeling sad. The doctor told me I have TB which is sometimes difficult to treat and I am afraid that it will make it difficult for me to take care of myself."

Amit's friend: "I know for now the news from the doctor may seem overwhelming to you my friend. The good thing is that some symptoms can be treated. It's important to focus on getting better so that you can care of yourself. It's difficult to make good decisions when you feel down."^[SEP]

Amit: "I am feeling a little lighter now. Thank you for listening."

Discussion about the role play

Discuss how the way Amit handles his emotions which affect the action in the role-play you just saw in a positive way. Here are some questions to get you started:

- Why is Amit feeling down?

- Do you think it helps him to say how he is feeling? How does Amit feel at the end?
- How does he respond to his friend's question?
- Have you ever felt any of the things that Amit feels?

Now let's talk more generally about why we think it is important to speak about emotions.

While one facilitator is in charge of asking the questions that guide this discussion, the other one writes the participants' ideas on the flipchart.

Importance of expressing emotions

There are a number of life experiences which can make us experience difficult emotions: loss of job, losing of a loved one, maybe a family member is sick or has died or even us getting into trouble with others or situations.

What helps?

- Talking about emotions helps us to be more conscious, acknowledge and accept the feelings that we are going through. This will help to mindfully control our reactions to these emotions. If we are frustrated and we speak about it, we are less likely to shout in anger at other people.
- Accept the things we cannot change and work positively on communicating situations which we think can change. What are the things we can and cannot change? (like death, accident or past experiences)
There is no point in talking about things we cannot change – we can express our emotions with a safe person and slowly accept what happened and work further on it.
What we can change? Myself – my thoughts, perspectives and responses. Positive responses can bring positive change in the situations.
- It increases the joy we get from sharing positive emotions.
- By sharing our emotions, we strengthen our relationships. It helps us understand each other better so we can learn how to support each other.
- Letting feelings “out” in a controlled way actually helps us stay healthy (by reducing the risk of heart disease, high blood pressure etc.)



Summary

Ask participants if they remember any of the topics we covered today? Ask if the participants can remember any of the core principles from this session? Let participants repeat the core principles after the facilitator:

- Be aware of your own emotions
- Understand how to react and deal with other peoples' emotions
- Being aware of our emotions and acknowledging it helps us to build stronger relationship with oneself and others



Activity to practise this week

During this week focus on what emotions you feel frequently and if it is a difficult emotion write what you can do differently – difficult situation/context – difficult emotions- typical response- alternative response.

Session 6: Managing Anger/ Guilt/Fear



Learning aims for this session

In this session, we will be talking about managing strong emotions such as anger and stress.

- Strong emotions like feeling stressed or angry are part of life
- We can learn to manage our reactions to feeling stressed and angry
 - Managing emotions like anger will make us feel better and be healthier



What you will need

- Attendance register
- Flip chart, paper, pens, markers, tape



Overview of this session

- | | |
|-------------------------------------|--------|
| • Learning objectives and materials | |
| • Emotional Check in | 5 min |
| • Ice breaker | 5 min |
| • Role Play | 20 min |
| • Summary | 10 min |
| • Activity to practise this week | 5 min |



Emotional Check- in

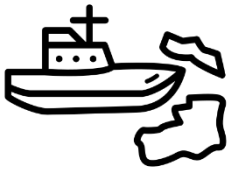
At the beginning of the session, invite the participants to go around the circle and share how they are feeling today using their facial expressions. Ask group members to guess the emotion that is being demonstrated.

Pick up the feelings card – Nae Disha



What did we discuss last week

Let's discuss what emotions we experienced last week and if there were any difficult emotions, how did we deal with them? Let's start with the person whose name starts with an A. (Go in an alphabetical order) 2 or 3 in the group can share.



Icebreaker

Look for something in common: The first 2 people to find 4 things in common win the round! Give an example - e.g. the facilitator might point out - Akash and I are both wearing black socks, I have 2 siblings, we both were born in the same place- so already we have three things in common. Ask people about food they like, activities they enjoy to find what you have in common. This will encourage people to interact with each other.

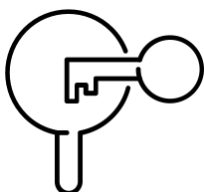
Emotion typically includes a subjective, conscious experience characterized primarily by psychophysiological expressions, biological reactions, and mental states.

Characteristics of emotions

*Emotions are universal- every person has emotions

*Emotions are unique/personal – different people may have different responses to the same situation. It also depends on the heredity, culture and other factors.

*Emotions arise out of a relationship between a person or situation.



Key Discussion

Anger is a normal human emotion that most of us experience but it can be expressed too strongly and can become harmful if not managed well. Not only does it affect those who are feeling the emotion but it can be destructive to other people too when expressed negatively.

Anger can range from mild annoyance to violent outbursts which can be damaging to relationships. Home environments where anger and stress are not managed well tend to negatively affect the way friends/members relate.

Damaged relations can cause people to seek out anything to help them cope with the effects. Adults might turn to alcohol and drugs or other self-destructive behaviours which affect their overall quality of life. In this session, we learn ways in which strong emotions (like strong anger and stress) can be better managed.

Role Play: Amit is sick (negative)

Remember last time Amit was sick and decided to see the doctor. When he went there he found out that he had tuberculosis. He is sitting on his bed, looking and feeling stressed. His friend walks in.

Amit's friend: "Hi Amit you don't look well, is there anything wrong? What did the doctor say?"

Amit (*becomes angry*): "Don't come and ask silly questions and irritate me."

Amit's friend (*irritated*): "Fine. I don't care. I don't know why I bothered coming here anyway."

Amit (*shouting*): "Leave!"

Ask any two members from the group to volunteer for the role play.

Discussion about the role play

Questions to ask regarding the role play:

- Why does Amit respond to his friend's question the way he does?
- How does his friend feel about Amit's reaction?
- Does Amit's anger help him feel better?
- What are the ways that Amit could deal with his stress that would be better for both him and his friend?

Remember that everyone experiences stress and anger and that all relationships sometimes have conflict – it's a normal part of life. There are different ways of dealing with these things.

- What do anger and stress (or "tension") mean to you?
- What happens in your body with stress and anger? (do your shoulders tighten? Do you get a headache?)
- Why might it be good for us to learn more about how to cope well with stress and anger?

After group discussion, facilitator can add:

Sometimes people shout or become physically violent when they are angry. This can be harmful, especially to other people. It can mean people get hurt physically but also people can feel unsafe or get hurt emotionally. The scars of emotional damage can not be seen but are real.

Controlling our anger and stress can be difficult but a very positive first step is to understand that it is harmful to act out our anger and stress violently and to make a decision that we don't want to act out violently. Sometimes it can be useful to reflect back to someone what you think you notice. e.g. It sounds like you are disappointed and angry. Is that right?". Anyone want to try role play and model a good way for Amit to respond to his friend? (Friend can be same person as first role play)

Role Play: Amit is sick (Positive)

Remember last time Amit was sick and decided to see a doctor. When he went there he found out that he has TB. He is sitting in her room, looking and feeling stressed. His friend walks in.

Amit's friend : "Hi Amit you don't look well, is there anything wrong? What did the doctor say?"

Amit (*sighs*): "They found out that I have TB."

Amit's friend (*worried*): "Oh no! That sounds bad! TB! Should I worry?"

Amit: "Don't you worry– it will only make everything feel worse."

Amit's friend: "Ok, well, I understand why you look worried, Amit, But you know what? taking some medicines will help you treat it.."

Amit: "Yes, the doctor told me that I will be fine. I need to look after myself, eat well and make sure I take my medication every day."

Amit looks at his friend and they both smile and look more relaxed.

Discussion about the role play

Questions to ask participants: In this role-play Amit dealt with his stress very differently than in the first role-play, where we saw him get angry and shout.

How does Amit deal with his stress?

How does it affect his friend?

Now let's talk about some ways of halting our anger and stress in the heat of the moment:

- Being aware of our emotions – realising how we feel helps us respond (the anger is not wrong)
- "Take a pause" this works well for some people
- Do you have certain things you do that help you to help become calm and think clearly when you get stressed and angry? Can you think about a time when you were angry but you managed your anger in a way that didn't hurt others?

After hearing from the participants, Facilitator can include some suggestions from previous groups:

- Take a deep breath and let it out slowly

- Walk away
- Go and get a glass of water
- Count to ten
- Use a physical action to remind myself that I want to stay calm (like patting my chest with my hand, grasping both hands together or closing my eyes)
- Tensing up body and then relaxing my muscles while I breathe out
- Tell myself that what happened was bad but ‘I can get through this’

Note: some people use a combination of the strategies. They may walk away and get a glass of water then take a deep breath and slowly let it out.

Note that many of the strategies are about understanding that it is good to create some time and space to calm down. After we have had time to calm we also know that we have learnt that talking helps to reduce stress.



Summary

Ask participants what they recall from the topics we covered today?

Ask if the participants can name any of the core principles from this session?

Let participants repeat the core principles after the facilitator:

- Feeling stressed or angry is a part of life
- We can learn to manage our reactions to feeling stressed and angry
- Managing emotions like anger will make us feel better and be healthier



Activity to practise this week

Decide what works for you in the “Heat of the moment” and practice doing it. (I might be leaving a room, taking a pause before speaking, getting a glass of water, or using the other suggestions from today).

- Situation where I got angry – my typical response- alternate response- alternate consequence

Session 8: Managing stress



Learning aims for this session

- Identify symptoms and causes of stress and learn positive ways to manage it
- Why Managing Stress is an important strategy
- Who will benefit from this strategy



What you will need

- One onion
- Paper and pen



Overview of this session

- | | |
|-------------------------------------|--------|
| • Learning objectives and materials | |
| • Emotional Check in | 5 min |
| • What we discussed last week | 5 min |
| • Ice breaker | 5 min |
| • Information on stress | 15 min |
| • Peeling onion activity | 10 min |
| • Summary | 10 min |
| • Activity to practise this week | 5 min |



Emotional check in

If comfortable, share about :



1. Rose - a small win or accomplishment
2. Thorn - a challenge they faced
3. Bud - something they are looking forward to



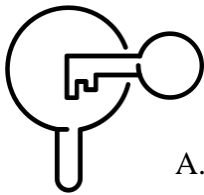
What did we discuss last week

Last week we were given strategies to apply in a moment of anger. Is there anyone who experienced anger and tried out any of the strategies? Encourage 2-3 members to share their experience.



Icebreaker

Play Dumb Charades- at the end of small group discussion each group member is asked to enact one impact of stress – emotions or body or other, which the other group members have to guess. The group that gets the most answers right are given a standing applause. For example, a member gets up and holds their head while making a tense or sad face. They are depicting a headache- which the other members have to guess. Similarly other impacts can be sweating, pacing around and feeling anxious.



Key Discussion

A.1. What is tension or stress?

Ask the group to tell their thoughts on this - and also how it feels in one's body. Don't give them this content but ask questions to try to make sure all the ideas below come up.

Activity 1: Introduce the topic of stress as something that we all experience and need to find ways to cope with

- Talk about your own experiences this morning and what gave you stress.
- Ask participants if anyone else has had anything causing stress this week – get 3 -4 people to share just a few sentences on what caused them stress and what were their feelings?
- Ask others to raise their hands if they have any stress or tension like this. Make pairs and ask them to discuss the impact of stress on emotional, physical and mental health.
- Introduce the objective of the session – managing stress using the information below.

Some points to add to the discussion-

If there is any problem or difficult situation, our body and mind starts behaving in a strange manner- the heart starts to race, there are constant thoughts in the head, the forehead aches, everything irritates, feels like crying- this is called stress. Whether the problem is physical or

emotional, it generates stress. Some stress is good as it keeps us going on but if the tension is more and continuous, it has a bad effect on our health.

Tension can happen when we view a life event as threatening to our lives or when something unfavorable happens.

A.2 What are the reasons for stress?

Each of us has many challenges and stressors. We wonder what people want from us, what we want from ourselves, whether or not we will be able to achieve what we want to, what to read, where to learn, whom we should be friends with. We often find ourselves trapped in these questions.

Sometimes we feel we will never be able to get out of this circle of thoughts and will not be able to solve anything.

A.3 What happens when we have stress? What impact does it have on us and our life?

Stress impacts everybody differently. If we are able to know the impact of stress then we can identify it and can take steps early.

Positive Coping Strategies

Activity 2- What all do you do when you are in stress? Ask them for a common example in the barrack where they get stressed. Give the members 5 mins and then ask each pair to show the group their strategies through a short role play.

Stick the physical symptoms around the room and in a count of 3 they can run to the symptoms they go through (They can go up to 3 symptoms) and share about it if they want to.

Coping with stress is when you can recognise the source of stress and act in a way to reduce it. Here we will go over a few general ways in which people cope with stress (many of these might already have been mentioned during Activity 2). Make sure to emphasise to members that finding the way/ways which works for them is key.

- Sharing and talking - talking with someone who would keep it to themselves; talking openly about your feelings no matter how they may seem to you.
- Moving away and avoiding - move away from such a place and situation which gives you stress. First try to calm down and then politely present your point of view.
- Managing – whenever we face difficult situations, we get worried and anxious. Difficult and stressful situations and events are often for a brief period of time, but in anxiety we may do things that make things out of control. It is better to learn to keep calm during most circumstances, try not to get provoked, stop after saying your opinion once, try to change the way you say things.
- Looking for relationships – friends, anyone with whom we like to talk, someone who listens respectfully and accepts. We can also be someone who listens and accepts without judging.
- Exercising – running, walking, dancing, singing, taking deep breaths, yoga.
- Being grateful – sometimes put your stress aside and be thankful to all those people and all those things that keep your life going. Thank God!

Activity 3: Uncover the onion

(Problem Tree)- Identify the factors leading to the problem. Draw the tree on the whiteboard – The trunk is the problem that everyone sees- what are the roots or factors that led to it? What are the branches (outcomes)?

Ask the participants to remove the slips one by one. Take an onion. Use it as an example of all the layers of a problem and peel off each layer and name them as you peel the onion. Pass the onion around and ask each person to name one tension they are feeling as they peel off one layer of the onion.

For example -I am stressed because so many people are expecting me to do things and I don't know how to meet all these expectations.



Summary

We learnt about stress and how to manage it. It is important to remember that stress is a part of life but how we deal with it is a choice.



Activity to practise this week

Choose one of the positive coping strategies discussed in the session and tell your partner how you plan to practice it in the week ahead if you are faced with a stressful situation.

Session 9: Problem Solving



Learning aims for this session

- Learn what the steps are for problem solving.
- Apply the steps in daily life.
- Learn the concept of letting go.



What you will need?

- Large piece of paper/chart and markers for the facilitator
- Copies of the managing problems handout



Overview of this session

- | | |
|-------------------------------------|--------|
| • Learning objectives and materials | |
| • Emotional Check in | 5 min |
| • What we discussed last week? | 5 min |
| • Icebreaker | 5 mins |
| • Human Knot | 10 min |
| • Steps to Managing Problem | 10 min |
| • Summary | 10 min |
| • Activity to practise this week | 5 min |



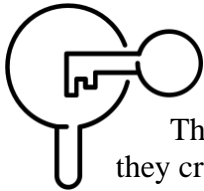
What did we discuss last week

Let's see if anyone could think of a positive and negative way of dealing with a stressor they faced last week? The person whose birthday month is January can start.



Icebreaker

Human Knot activity given below can be used as the icebreaker for this session.



Key Discussion

This activity helps explore how people can work together to solve a problem that they created in the first place. This can be a helpful lesson: When we have a problem without a solution, we can let go. Letting go is different from giving up!

It is important to show how this activity works before you start so that everyone knows what is expected.

GUIDELINES: Facilitating the Human Knot Activity

1. Divide participants into two groups.
2. To start, everyone stands up.
3. Everyone lifts his/her left hand and holds the hand of another person across from him/her. Don't hold the hand of someone standing next to you.
4. Now you are in a human knot!
5. Without letting go of hands, the Human Knot must be "untied" until it becomes a circle. Participants should be aware of each other and ensure that nobody gets hurt!
6. Start untangling
7. Facilitators comment on what the group is doing well. It is very important that the facilitator does not interfere with the groups – let them do it themselves!
8. Most groups will be able to untie their Human Knot. However, sometimes a group will find themselves stuck.
9. The facilitator can ask the entire group if there is anything they can do to solve this problem.
10. If the knot is still tied, the facilitator can suggest there is another alternative – letting go.
11. Ask participants what they learned from the activity

Activity 2: Steps to Managing Problems

Managing problems follows several steps, explained in detail below (fact sheet). Explain each step in detail to the participants while working through an identified problem in the session. Showing participants the Managing Problems handout can aid this discussion.

Step 1:

Today we are going to start with the problem you said is causing you the most concern. (Name it and check that the participant still wants to work on this problem first.) Our starting point with any problem is to decide which parts of it are practical. (You may need to tell them what parts are practical the first time.)

Step 2:

The strategy I am going to teach you today will help you with the practical parts of your problem. It is called Managing Problems. Our aim is to see what elements of the problem you can solve or influence. You might not always be able to solve the whole problem, but rather you might be able to influence it somewhat or change the way you are responding to the problem, which can help reduce negative feelings. (Specify with the participant's negative feelings.)

Step 3:

Next, you will help the participants to **define** the problem as specifically as you can. Your task as the helper is to decide at this point which parts of the problem are practical in nature and suitable for Managing Problems. The defined problem should also contain elements that can be influenced or controlled. A person might say that "feeling worthless" is a problem they want to change. But this problem is too big and vague. You need to help the participant make it more specific and practical. To do this, you might ask some of the following questions (which can also be used with other examples).

- *When is this a problem for you? In what situations does this problem happen?*
- *What does this problem look like? If I were to watch you when this problem happened, what would I see, what would you look like, what would you be doing or not doing?*
 - *How would your life (e.g. daily living) be different if you did not experience this problem?*

Defining the problem can be the most challenging step for a helper. It is an important step to do well, as it sets up how you will teach the rest of the strategy.

Step 4:

Go through each of the Managing Problems steps with the participants. Be sure to explain clearly the aim of each step (use the Managing Problems handout to help you). For example, you might say the following for Step 3, Brainstorming solutions:

At this point, all you want to do is come up with as many possible solutions to this problem as you can, no matter whether they are good or bad ideas. In the next step you will decide which solutions are most helpful to solving the problem.

Step 5:

Once you have exhausted all the possible solutions with the participants, this is when you help them to **evaluate** or judge each solution. You will help the participant choose only those strategies that are helpful in influencing or managing the problem.

Step 6:








Lastly, it is very important to spend a good amount of time helping the participant to design an action plan to carry out the chosen solution. This includes:

- breaking down the solution into small steps (e.g. finding work might involve getting information about what work is available, learning about what is needed for different jobs, reviewing and, for some jobs, updating letters of recommendation and so on);
- helping the participants to choose a specific day and time when they will carry out each of the tasks will also help them to succeed in completing those steps.

Step 7:

Discuss and manage any difficulties that come up in completing the tasks, so the participants can spend the following week trying to carry out the desired tasks again. If they manage to complete the plan, you may talk about what next steps they need to carry out to continue managing the

problem.

Step	Description
1. Listing problems 	<ul style="list-style-type: none"> List problems as solvable (can be influenced or changed) and unsolvable (cannot be influenced or changed).
2. Choose a problem 	<ul style="list-style-type: none"> Choose an easier (solvable) problem to start with.
3. Define 	<ul style="list-style-type: none"> Choose the elements of the problem that are practical in nature and can be controlled or influenced to some extent. Keep the explanation of the problem as specific and as brief as possible. Try not to include more than one problem. If a problem has many parts, break it down and deal with each part separately.
4. Brainstorm 	<ul style="list-style-type: none"> First, encourage the client to think of as many solutions to the problem as possible. Do not worry if the solutions are good or bad at this stage. Think of what the client can do by themselves and also think of people who can help them manage parts of the problem. Consider existing personal strengths, resources or support. Try to encourage the client to come up with ideas rather than directly giving them solutions (remember the strategy of asking what they would say to a friend first, if you are tempted to give advice).
5. Decide and choose helpful strategies 	<ul style="list-style-type: none"> From the list of potential solutions, choose those that are most helpful to influencing the problem. Helpful strategies have very few disadvantages for the client or others. Helpful strategies can be carried out (e.g. the person has the financial means, other resources or ability to carry out the solution). You can choose more than one solution.
6. Action plan 	<ul style="list-style-type: none"> Develop a detailed plan of how and when the client will carry out the solutions. Help them pick the day and time when they will do this. Help them choose which solutions they will try first if there are more than one. Discuss what resources (e.g. money, transport, another person and so on) they might need to carry out the plan. Suggest aids to remind the client to carry out the plan (notes, calendar, plan activities to coincide with meals or other routine events).
7. Review 	<ul style="list-style-type: none"> This step happens in the next session, after the client has attempted to carry out the plan. Discuss what they did and what effect this had on the original problem. Discuss any difficulties they had in acting on the plan. Discuss and plan what they can do next week to continue to influence and manage the problem, given what they completed in the last week.



Summary

- Steps to managing problems.
- How to manage particular difficulties that come up with these steps.
 - Importance of letting go.

Session 10: Coping with Change/Disappointment and Suicide Risk Assessment



Learning aims for this session

- To build skills in coping with change and build resilience.
- To understand the steps of mental health first aid and steps towards supporting someone experiencing mental distress such as anxiety and high stress.



What you will need

- large piece of paper/chart and markers for the facilitator
- A4 sheets



Overview of this session

- | | |
|-------------------------------------|--------|
| • Learning objectives and materials | |
| • Emotional Check in | 5 min |
| • What we discussed last week? | 5 min |
| • Icebreaker | 5 mins |
| • Role Play | 10 min |
| • Suicide Risk Assessment | 10 min |
| • Summary | 10 min |
| • Activity to practise this week | 5 min |



Emotional Check- in

Everyone describes their week using sun, cloud and rainbow. The stickers of Sun, rainbow and cloud is stuck in 3 places. Everyone describes their week using sun, cloud and rainbow. The stickers of Sun, rainbow and cloud is stuck in 3 places. They can run to the sun first if it was 'mostly happy'. They can run first to the cloud if it was 'mostly sad'. They can run to the cloud if they are hopeful things will change for the better.

Sun- the bright point in my week

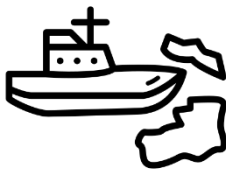
Cloud- the dark point in my week

Rainbow- something good I'm looking forward to



What did we discuss last week

Let's go around and talk about our activity from last week- solving a problem using the steps of managing problems. Is there anyone who would like to go first?



Icebreaker

Palm paper holding game

- Assign the participants into two or three teams (5-6 participants) Demonstrate and ask three people from each group to hold one sheet of paper between two palms of their hands.

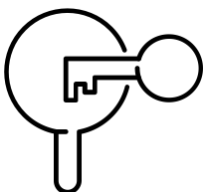
- Each team's goal is to assist three of their members to hold as many sheets of papers off the ground by using only

their bodies.

- The team which holds the maximum number of paper sheets is the winner.

Rules of the game

- Only one sheet of paper can be affixed between any two body parts
- No adhesives can be used
- Paper cannot be folded
- Each sheet must be in contact between two members
- The sheets cannot be touching



Key Discussion

Role play - coping with change

Interview

(Select a volunteer who would be willing to share about their arrest)

1. How are you today?
 2. How are you adjusting to the prison environment (situation and different people)?
 3. What was your thoughts and feeling the first day you entered prison?
 4. How did you react when you came to know that you are going to be arrested?
- We need to **build our skills in coping with change** and to **build our resilience**.
 - Resilience is the ability to maintain or regain mental health in or after difficult times.

- Resilience is like a muscle that gets stronger with frequent practice - like physical fitness, we need to practice, and it gets easier over time.

The Four Responses

Following are the four responses to change and loss. Based on the discussion above, try to arrange some of the responses in these categories:

1. Shock and disorientation

When we hear of a new change to your situation and finding that we would have to be away from our loved ones, we may feel it can't be true. We often feel shocked or unbelieving.

2. Feeling strong emotions like anger and fear and sadness

It is normal to have strong emotions and we may feel this is unfair or feel fearful of the future. This is quite natural, and it's a normal step on the way to resolving your situation. It is helpful to describe the way you feel to someone you trust, "I am feeling scared about the future."

3. Coming to terms with the 'new normal'

During this stage, your focus will likely start to shift away from what you've lost and toward what's new. This process may be slow, and you might be reluctant to acknowledge it, but it's an essential part of coping with change. The key here is to make a commitment to move on. Your instinct may be to be unwilling to cooperate, but this may cause yourself and others harm.

4. Acceptance and moving forward

Acceptance doesn't mean giving up on your former situation. You'll have valuable memories, skills and relationships to carry forward, but the point is that you are moving on. Set yourself some goals so you can take some positive steps forward.

Suicide Risk Assessment

Change and uncertainty can be challenging to deal with. During crises it becomes even more difficult to predict and prepare for the future. This can lead to a lot of stress/tension and mental distress.

What can we do for others?

When we are facing a difficult situation, it is natural to feel anxious and stressed. What can we do when we deal with people who seem to be highly distressed?

Below are five steps we could follow to support a person with mental distress (Mental health first aid);

- * Listen non-judgmentally.
- Give reassurance and information.
- Encourage appropriate professional help.
- Encourage self-help and other support strategies

- Assess for risk of suicide or harm.

For the facilitators

Step 1: Assess for risk of suicide or harm

There are a few steps you can follow to assess if someone is at risk of suicide or harm

A) Identify warning signs such as

- Talking about wanting to die or to kill themselves
- Looking for ways to kill themselves; eg buying poison
- Talking about feeling hopeless / being burden
- Withdrawing from others

B) Ask about suicide and self-harm

This can be a difficult conversation. Here are some pointers on how to go about it.

Listening actively is a key skill in supporting someone with mental distress. We will look at some tips for active listening in the next section

C) What to do if someone is suicidal

It is important to stop self-harming ideas from becoming action.

Keep them safe

Find out a few things to establish immediate safety. Ask the following questions;

“Have you ever tried to harm yourself before?”

“Did you have a specific, detailed plan? How far did you plan it? What sort of access do you have to the planned method?”

The more steps the person has taken, the higher the risk that they will take action
If they have immediate access to things they can use to kill themselves, remove them from their access.

Keep them connected with someone who can closely monitor them during high suicidal risk.

Help them stay connected

Increasing someone’s connectedness can be life-saving




Reassure the person with suicidal thoughts that you are there for them.

We will look at each of these steps in detail.

Simply ask them questions; (For example)



You can give them options such as:

	Being available on phone for conversations
	Being physically available to talk things through
	Finding someone else they can connect with (with their permission), if you are not able to be there to follow up – Find out what and who they believe will be best able to help them.



Summary

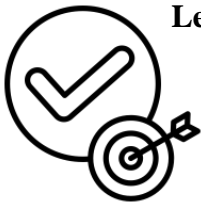
- We covered the four responses to coping with change.
- Steps for suicide risk assessment



Activity to practise this week

Invite individuals or a group of people you are engaging with to describe how they felt at the start of their time here? And how do they feel now? What steps did they take to cope with the change.

Session 11: Communication Skills and Active Listening



Learning aims for this session

- Understanding the importance of communication
- To understand the key practices of Active listening



What you will need

- Large Paper
- Marker Pens
- Any other pictures handouts you think would be useful



Overview of this session

- | | |
|-------------------------------------|---------|
| • Learning objectives and materials | |
| • Emotional Check in | 5 min |
| • What we discussed last week? | 5 min |
| • Icebreaker | 5 mins |
| • Communication | 10 min |
| • Active Listening | 10 mins |
| • Assertive communication | 10 min |
| • Summary | 10 min |
| • Activity to practise this week | 5 min |



Emotional Check- in

One thing they found memorable from last week's session



What did we discuss last week

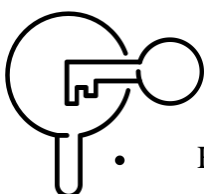
Let's discuss some of your experiences of coping with change in your routine when the sessions started.



Icebreaker

The Birthday Sequence activity can be used as an icebreaker for this session.

- Indicate an imaginary line running the length of the room.
- The line indicates age. One end of the line is age 20 (for example, can use any age) and the other end of the line is age 100.
- Group members organise themselves in order of their age.
- Everyone has to be standing single file, in order from oldest to youngest. But they need to do this without talking. The group has to use other methods of communicating.
- Once a line has formed and it appears that this task has been completed, start at the one end and ask everyone to say their age out loud.



Key Discussion

The Learning from this Activity

- How much we rely on spoken communication.

- Communication is essential in a caring relationship.

This activity demonstrated:

- When we know what they want to communicate but are unable to do so.
- Can the group think of a time that this has occurred for them or someone they know?

Communication

Briefly describe the different ways we communicate. These are summarised in Table 2.

Table 2: Types of Communication

Verbal : is communicating using words whether written/ spoken/typed.

Non-verbal : is communicating without words (expressions, movements, actions, eye contact and so on).

Activity

Role play

Situation One

Someone has taken something to use without asking e.g. your pen

Two volunteers for Negative role play - situation - Rajeev is writing with a pen which belongs to the other man, Amit and took it without asking permission.

Non-verbal

Amit rushes to the room with an angry expression , stares at Rajeev and grabs his pen back and leaves the room and shuts the door with a loud noise.

Rajeev is confused at first and tries to ask what happened? Amit doesn't respond. After he leaves Rajeev realises 'oh it's the pen' and keeps the palm on his face.

Verbal

Amit shouts - give that back to me, you fool! you have no respect and always take my things - give it and get out of here.

Rajeev shouts back - I only borrowed it and I will return it. You know that I will. Why are you so angry?

1. What did you observe about their communication? What were the verbal and non-verbal modes of communication?

Discuss what are negative things about this way of communicating (eg shouting, name calling, saying 'you always do this')

2. Take a deep breath and think- he must have needed it urgently and maybe that's why he did not ask.
3. Go up to the person and ask them about the behaviour that is troubling you.
4. Try to come up with a solution together, in a calm way.

Ask each member of the group to share:

- An example when they have had difficulty communicating with another person.
- What did they try to do to overcome the difficulties they were experiencing?
- Can you think of some reasons why communication may be difficult for the other person? What are they going through?

Listening non-judgmentally – Active listening

When a person shares their thoughts of anxiety, stress, suicide or self-harm, listen actively but non-judgementally. (what do you understand by non-judgemental)?

Active listening is being able to listen to another person so that they feel heard and understood.

When you actively listen to someone, you are letting them know that you care about what they are saying and can indicate that you are concerned for their health and safety.

Active listening needs concentration, understanding and practice. Here are some tips;

a. Acknowledge the speaker

By nodding your head, or saying *'ji'*, *'hmm'* you are letting them know you are listening. You are also reminding yourself to pay attention to what they are saying

b. Respond verbally

When the speaker finishes, ask questions and make statements to clarify what they have said. Don't interrupt.

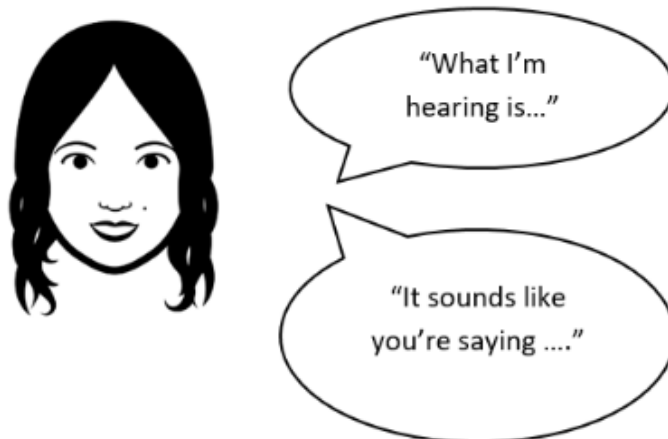
This helps the speaker understand that you are listening and paying attention.



c. Summarise what you hear

Repeat what the speaker is saying by summarizing or repeating their part of the conversation.

This allows the speaker to also hear what they are saying and help them reflect too. An example is given below



d)

- **DO** maintain eye contact
- **DO** maintain good posture
- **DO** stay focused
- **DO NOT** look at your phone or book when listening

Activity – helpful and unhelpful statement

Read through the below list of helpful and unhelpful statements to each other, discuss them, say them to each other.

Now separate the phrases into two groups- helpful and unhelpful.



Assertive Communication

Assertive communication is a form of communication in which an individual expresses their feelings and personal needs in a direct but respectful manner

- Be **clear**: you communicate in a straightforward way that directly states your thoughts and feelings without dressing up your language.

- Be **consistent**: what you say today reflects what you said yesterday, rather than changing daily without explanation.
- Be **courteous**: you respect your listener and communicate in a manner that doesn't pass judgment on them or presume ill-intent.

1. Use "I" Statements

"I" statements are a form of communication in which the speaker describes their own beliefs and feelings rather than attributing motives to a listener. The opposite of "I" statements are "you" statements, which shift blame from the speaker to the listener through accusatory language.

"You" statement	"I" statement
"You never clean the dishes!"	"I feel frustrated when I come home and find a pile of messy dishes because I want to come home to clean space. I'd like us to work on it."
"You are always late!"	"I feel disrespected when you show up late because my time is very valuable to me. I want us to use our time well together."

2. Stick to the facts

focus on the facts at hand rather than letting your feelings cause you to speculate about the other person's motives.

3. Be aware of your body language

To embody assertive body language, stand tall in a straight but relaxed way, maintain eye contact, and keep your body open with uncrossed arms.

4. Learn to say "No"

A good way to decline someone's request is simply to say "no" and offer a brief explanation for why you can't help. If the other person attempts to push the issue further, simply tell them "sorry" and reiterate that you don't have the time.

5. Maintain a calm tone

The way you communicate a message is often as important as the message itself. As a result, it is important to maintain a calm tone of voice when you are asserting your perspective, feelings, or needs in conversation with someone else.

Scenario	Aggressive response	Passive response	Assertive response
A friend shows up late to a movie you really wanted to see, causing you both to miss it.	“You are always late and never think about anyone else but yourself!”	“It’s fine. I didn’t want to see it that much anyway!”	“I’m really disappointed you missed the movie because I really wanted to see it. Next time, I’d like us to pick a time that works better for your schedule.”
A person cuts ahead in a line you have been waiting in.	“What’s wrong with you? I’ve got to be somewhere!”	“Don’t worry about it!”	“Pardon me, but I have been waiting in line for a while and I have to be someplace soon. Would you mind waiting your turn?”
A friend expects you to pay for dinner for the second time in a row.	“I always have to pay for you! All you ever do is take!”	“I’ve got it, don’t worry.”	“It frustrates me that I am paying for dinner again because I have been running low on cash. Next time, I’d appreciate it if you pay for us.”



Summary

- The importance of communication.
- Looking at situations and communicating appropriately.
- Importance of active listening.

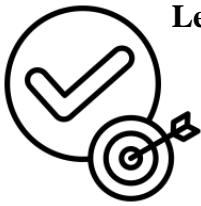
-Listening without judging.



Activity to practise this week

- The most interesting thing they learned today.
- What are two things they learned in today's discussion that they would like to try to start using this week. Ask them to describe as specifically as possible.

Session 12 : Character Strengths



Learning aims for this session

To help people identify their character strengths and increase self-awareness.



What you will need

Character Strength handouts



Overview of this session

- Learning objectives and materials
- Emotional Check in 5 min
- What we discussed last week? 5 min
- Icebreaker 5 mins
- Character Strengths 10 min
- Story of Manu 10 min
- Summary 10 min
- Activity to practise this week 5 min



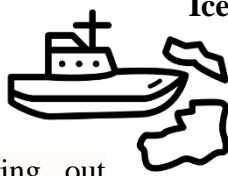
Emotional Check- in

Using names of movies and songs, ask the members to talk about their current state of emotions or how their week went.



What did we discuss last week

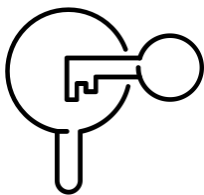
Are there any learnings from the last session that you were able to incorporate in your daily life.



Icebreaker

to bring out
the team.

Have each team member look to the person on their right side and write three positive attributes about them. This is a feel-good activity the best in each other, highlight strengths, and show appreciation for



Key Discussion


A.1. Introduction




‘Character’ comprises the mental and moral qualities of a person. These are a set of traits and qualities that distinguish the individual nature of a person. Character is important in life. It is necessary for an individual and society to function in harmony. They help people to:

- Feel better about ourselves.
- Be more successful.
- Achieve our goals.

- Be more effective in everything we do.
- Feel good, have more fun and enjoy life more.

A.2. Some character strengths

<p>Wisdom and Knowledge</p> 	<p>Creativity - Thinking of novel and productive ways of doing things</p> <p>Curiosity - Taking an interest in all of ongoing experiences.</p> <p>Open-mindedness - Thinking things through and examining them from all sides</p> <p>Love of learning - Mastering new skills, topics and bodies of language</p> <p>Perspective - People who know you consider you wise</p>
<p>Justice</p> 	<p>Fairness - Treating all people the same according to notions of fairness and justice</p> <p>Leadership - Encouraging group to get things done</p> <p>Team Work - Working well as a member of a group or team</p>
<p>Courage</p> 	<p>Authenticity Speaking the truth and presenting oneself in a genuine way</p> <p>Bravery Not shrinking from threat, challenge, difficulty and pain</p> <p>Persistence Finishing what one starts</p> <p>Zest Approaching life with excitement and energy</p>

<p>Moderance</p> 	<p>Modesty Letting one's accomplishments speak for themselves</p> <p>Self-regulation Regulating what one feels and does</p> <p>Prudence You are a careful person</p>
<p>Humanity</p> 	<p>Kindness Doing favours and good deeds for others</p> <p>Love Valuing close relations with others</p> <p>Friendliness You know how to fit into different social situations</p>
<p>Transcendence</p> 	<p>Appreciation of beauty and excellence</p> <p>Noticing and appreciating beauty, excellence and /or skilled performance in all domains of life</p> <p>Gratitude Being aware of and thankful for the good things that happen</p> <p>Forgiveness Forgiving those who have done wrong</p> <p>Hope Expecting the best and working to achieve it</p> <p>Humour Enjoying laughter and teasing; bringing smiles to other people's lives</p> <p>Spirituality Having coherent beliefs about the higher purpose and meaning of life</p>

A.3. The Story of Manu

Manu, a 30-year-old man in Bihar, was very good at sports. One day he was going to the city to participate in a state competition. When he was travelling by bus to another village the bus broke down in the forest. All passengers panicked about the situation.

Manu gathered all passengers and talked to the people in the bus and asked them to think of ways by which they can survive (*team work*). He organised them into small groups – one group found firewood and made a fire. Another group was put in charge of food – they started collecting whatever food the passengers had and also went looking for fruit etc. (*leadership & team work*). They lit a fire to keep away animals and slept in the bus. Two people kept watch for 2 hours at a time (*creativity*).

The next morning a mechanic repaired the bus and they continued on their journey. All the passengers praised Manu. Manu was late for his competition.

When he told his friends about what happened and why he was late, his friends made fun of him. They told him that no one will believe his story – they told him that he should just say that he fell from an auto rickshaw. Manu decided to tell the truth (*authenticity*).

When event organizers asked Manu about why he was late, he told them what happened. As they looked at him with disbelief an elderly man came forward – he was one of the seniors and Manu recognised him from having been in the bus too. The man told the others about how Manu had led the group and how he was responsible for everyone being safe (*appreciation of excellence*).

Manu participated in the competition and though he did not win he was given a special prize by the panel. Manu felt very thankful for this experience that taught him what he was capable of leadership and courage (*gratitude*).

B.1. Discussion

1. Narration and discussion:

- a. Narrate the story of Manu to the participants.
- b. Ask participants to list down the qualities of Manu. Write them on a chart paper/board
- c. Explain character strengths through story (see hand out below) (*Note to Facilitators: Review description of character strengths before group*).

List of characters and how to identify:

- d. Handout list of **Character Strengths** to all participants, explain each strength, giving examples on how they are used (from the handout)
- d. Discuss importance of identifying our character strengths and learning how they help young people (Section A.1)
- d. Have members circle **three** of their top strengths on their handout. Help participants who cannot read.

Role plays and competition

- g. Divide the group into two teams
- g. Each team is given 5 minutes to prepare a small skit where they have to use as many character strengths as possible (minimum 5 character strengths)
- g. Give each team 8 minutes to act the skit
- g. When one team has acted out the skit, the other team has to guess the character strengths that have been used in that skit. (2 mins) Both the teams have to do this. The team which is able to identify more character strength is the winner.
- g. When the teams are working on the activity, emphasise the importance of team work and having fun together.

B.2. Key Message

- All of us have some strength that helps us with everything that we do; to have good relationships and to face challenges in life.
- Knowing our strengths helps us to be confident and in control of our life.



Summary

Identifying character strengths and learning to work with them to enhance our life.



Activity to practise this week

Ask your friends/barrack mates (2 members) about 3 character strengths they see in you and write these strengths down in your notebook. Everyone's responses will be discussed in the next module. Write 2-3 sentences of examples of a time when you used these 3 character strengths.

Session 13: Bullying



Learning aims for this session

To enable people to understand difficult behaviours and ways to handle bullying in the future.



What you will need

- Chart paper
- A4 paper sheets



Overview of this session

- | | |
|-------------------------------------|--------|
| • Learning objectives and materials | |
| • Emotional Check in | 5 min |
| • What we discussed last week? | 5 min |
| • Icebreaker | 5 mins |
| • What is bullying? | 10 min |
| • Role play | 10 min |
| • Summary | 10 min |
| • Activity to practise this week | 5 min |



Emotional Check- in

Ask members about the highs and lows of their past week. Any moment that was happy and one that was emotionally difficult.



What did we discuss last week

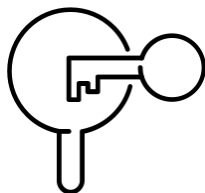
Let's discuss the character strengths that we had to identify in the last session.



Icebreaker

Counting feet and hands

Ask group members to get into groups of three or four. Then call out what the group must achieve and see who is first e.g. Three feet and three hands on the ground. Six hands and four feet on the ground. Four elbows and six knees. Etc. See which group can follow instructions fastest.



Key Discussion

For the facilitator

Bullying is when someone with a stronger position (shape/size/ power or height) causes discomfort or hurts another person by teasing, beating or threatening. There is a difference

between being teased by friends/family in a funny way and being teased by people to the point of emotional pain and discomfort. It is a key point for this module that you know where to get resources and help in the place where you work. Be prepared that a person may want to disclose an experience of bullying or abuse (sexual, physical or other).

First of all, let us understand the difference for different types of bullying:

Teasing is an interaction when all are participating and having fun, and no-one is getting hurt.

Bullying is an attack that is on purpose, with an unequal balance of power – and may cause physical, social, emotional or sexual harm that can occur over and over.

Understanding today's topic

Effects of Bullying:

- Low self esteem
- Increased tension
- Low mental health
- Increased substance abuse
- In some cases – suicide

Forms of Bullying

- Teasing
- Name calling
- Physical violence
- Threats of violence
- Spreading rumours
- Ignoring or leaving someone out
- Forcing someone to do things they don't want to do

Who can be a bully?

Anyone can be a bully : Friends, peers, teachers, neighbours, brothers, sisters, employers, family. Bullying is a weakness. The act of bullying makes the bullies feel powerful and boosts their self-esteem. Bullies lack social skills and empathy. They need help too.

How to handle bullying?

We must not lose hope when someone mocks us or teases us. Keep our heads up and be confident in ourselves.

- It is your right to be safe.
- Understand the bullying. It is done either out of jealousy, insecurity or another stressful situation by the person. In any case, it is the problem of the bully. You are NOT the problem.
- If you feel safe enough, speak to the person who is bullying you.
- Always use assertive communication skills when speaking to a bully.
- Tell someone you trust
- Make a safety plan if you are afraid that reporting will make situation worse
- Keep distance if your security is threatened
- Do not keep silent – it gives power to the abuser
- Do not cry or show that you are upset, afraid or angry. Bullies love the reaction they get, don't give it to them.
- Do not isolate yourself – it will reduce your confidence and self esteem
- Remember bullies are weak and need help. So make light-hearted comments or joke when you encounter a bully.

Group discussion

We must not lose hope when someone mocks us or teases us. Keep our heads up and be confident in ourselves.

Crumbled paper activity

Each participant is given a paper sheet and asked to crumple it as much as possible but not rip it apart. Once they have done this, ask them to unfold the paper and make it as smooth as it was before they began the activity. The sheets will be creasy and not smooth for everyone. Facilitator can then relate it to the impact bullying (name calling, teasing, harassing etc) can have on an individual.

-Ask the people what bullying means to them? Discuss bullying and its forms. Ask participants to speak out about different types of bullying they witness in their surroundings.

Role play

- a. Choose two participants to come forward and play bullies. Ask them to tease and taunt the other persons who will play a person with mental illness/ person with disability/ person with different ethnicity or language or socio economic status. Facilitator can adapt according to the context.
- b. Ask the group members to observe what is happening. Later ask them to share what they observed about the behavior of bullies and the victim.
- c. Discuss about the potential effects of bullying
- d. Ask the participants “what are the ways some people respond to bullying? Make a list of positive techniques and negative techniques. Give reasons why either of them works or doesn't work. For example- a positive technique will be assertive communication while a negative technique would be to listen or fight back.

Role Play 2

- a. Repeat the role play with different people and ask the person playing victim to use positive techniques of handling bullies.
- b. Ask the participants to compare the outcome of both the role-plays and reinforce the importance of positive techniques for handling bullying situations.



Summary

- Bullying is a big problem in schools, homes, neighbourhoods and community.
- Anyone can be a bully – family, friends, neighbours.
- Identify bullying and practice positive techniques to handle a bully.
- Be confident and do not give the bully the power over you.
- Always report any incidence of bullying to a friend or significant adult.
- Bullying is a weakness and they need help too.



Activity to practise this week

Notice someone in your barrack who others laugh at or make fun of. Write a positive supportive action that you will take to make things better for them.

Session 14: Prisoner's Rights



Learning aims for this session

To create an understanding of the laws that safeguard the rights of prisoners.



What you will need

- Whiteboard
- Pens
- Eraser
- Cardboard to write the rights on



Overview of this session

- | | |
|-------------------------------------|--------|
| • Learning objectives and materials | |
| • Emotional Check in | 5 min |
| • What we discussed last week? | 5 min |
| • Icebreaker | 5 mins |
| • Your Rights | 10 min |
| • Role Play | 10 min |
| • Summary | 10 min |
| • Activity to practise this week | 5 min |



Emotional Check- in

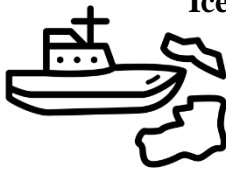
Ask each participant if their mood today was the weather, what would it be?

Eg- I feel cloudy today since I have been stuck in my head the past week. Go around the room and ask everyone to participate.



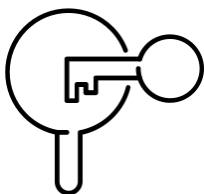
What did we discuss last week

Let's discuss the positive actions that we might have thought of in the past week while noticing any bullying behaviour around you.



Icebreaker

Have each team member look to the person on their right side and write three positive attributes about them. This is a feel-good activity to bring out the best in each other, highlight strengths, and show appreciation for the team.



Key Discussion

A. Your Rights

1. What are some rights that have been taken away from you?

(The facilitator should put up on the white board some rights that have been taken away from the inmates. Reminder for the facilitator to summarise everything, everyone says.)

- To move around freely
- To be with my family & friends
- To earn money
- To be with my kids

- To eat what I want

2. Rights you do have

However there are some rights you do have in prison. We'll explore that today.

What are some rights you have that you know of? List them all on the whiteboard whether correct or not?

(Gently explain if some are not actually rights and wipe them off.)

Here's some other rights you do have (together with where the right comes from):

(Note for Facilitator - This is a long list, so have a break in between going through them all).

- a. Right for arresting police officer to have her/his name clearly visible (Law)
- b. Right to be told what you're being arrested for (Constitution Article 22; Sct 50(1)CoCP)
- c. Right to have a relative or friend informed of the arrest and where you are being held, as soon as practicable or within 12 hours
- d. Right to a medical exam at time of arrest (as per request) and every 48 hours of being held. And for women to be examined by a woman.
- e. Right to appear before a magistrate within 24 hours of arrest (Yes- Const Article 22)
- f. Right to bail for bailable offences (Sct 50(2) CoCP)
- g. Right to not have to give evidence against yourself. (Constitution Article 20)
- h. Right to meet advocate (of your choice) during interrogation (Sct 41D Code Of Criminal Procedure CoCP)
- i. Right to have legal aid for defence in court, if too poor to hire own advocate (Sct 304 CoCP)
- j. Right to ask magistrate for another medical examination (proof of torture in custody?)(Sct 54(1) CoCP)
- k. Right to be present at your own trial (Sct 273 CoCP)
- l. Right to see documents being relied on by prosecution (Sct 208 CoCP)
- m. Right to appeal a conviction (XXIX of the CoCP)
- n. Right to humane treatment by those holding you in custody (Sct 55a CoCP)
- o. Right to reasonable conditions in prison (Sct 4 CoCP)
- p. Right to separate accommodation for men, women, juveniles and unconvicted) (Sct 27 CoCP)
- q. Right to medical treatment if unwell (Sct 37 of Indian Penal Code)

4. Types of rights and where they come from

- Some rights are laws. These are the strongest rights and enforceable in court.
- Some are from policy. These are not as strong, and less enforceable.
- E.g Minister announces scheme which says all prisoners should get adequate nutrition. (policy)
- The Criminal Code says right to medical treatment if sick. (Law)

5. Enforcement of Rights

As you know, just because you have certain rights doesn't mean it will happen.

What can you do if your right isn't happening (put the ideas on whiteboard and then add to them if any from list below are missing):-

- Complain to guard
- Tell a lawyer
- Lodge an RTI
- Lodge it in the court case



Summary

Understanding laws that safeguard the prisoner's rights.



Activity to practise this week

1. Think of a right that has been denied to you or someone you know.
2. How might you try to enforce this right?

Session 15: Positive Gender Identity



Learning aims for this session

- To understand the difference between sex and gender.
 - To understand how masculinity and femininity are socially constructed.
 - Interaction of gender identity and mental health



What you will need

- Chart paper
- Sketch pens



Overview of this session

- Learning objectives and materials
- Emotional Check in 5 min
- What we discussed last week? 5 min
- Icebreaker 5 mins
- Masculinity 10 min
- Social Construct Games 10 min
- Summary 10 min
- Activity to practise this week 5 min



Emotional Check- in

Go around in a circle and ask every member to share one good thing and one low moment (if any) in the last week.




What did we discuss last week

How was last week for you? Some thing you liked?

We were supposed to think of a right that has been denied to you or someone you know. How might you try to enforce this right?

Who would like to go first?

Icebreaker

Ask  the members to discuss in pairs what they think makes them a man, apart from their biological attributes. OR

Form into pairs, with someone of a similar height.

1. Standing side by side, ask each person to lean sideways towards their partner resting on one another's shoulders.
2. Ask each person to shift their own feet away from their partner as far as they feel comfortable.
3. When ready, explain that each pair should aim to maintain this leaning stance as they walk together to an agreed point.
4. When ready, swap sides or swap partners.



Key Discussion

A. Introduction

A.1 For facilitators

What is Masculinity?

Masculinity means any personality traits, characteristics or qualities that are traditionally associated with being a man. Man, manhood, manly, manliness, hot headed, brave heart, strong, courageous, determined, controlling, empowered are the words associated with men. In local slang words like bull, lion, horses, stallion stud, are some used to describe manliness. Therefore, manliness or masculinity is a social definition given to men and boys. It is not a biological definition.

Since masculinity is not biologically defined, it is different in different societies and at different times in the same society. The masculinity of a construction worker could be different from that of a rich industrialist and that of a highly educated scientist or a poet, painter, activist, or story teller.

Often held as the opposite of masculinity is femininity. People may make fun of the men who appear or behave in a gentle or soft way or who are not aggressive. Women who are empowered or free spirited are called masculine. Hermaphrodites/ transgender have natural male characteristics but are feminine in their way of behaving. Even though masculinity and femininity have nothing to do with female or male bodies, it is presented as though they are characteristics of male and female types.

Femininity is a set of attributes, behaviours, and roles generally associated with women and girls. Femininity can be understood as socially constructed,^{[1][2]} and there is also some evidence that some behaviours considered feminine are influenced by both cultural factors and biological factors.

Traits traditionally cited as feminine include gracefulness, gentleness, empathy, humility, and sensitivity, though traits associated with femininity vary across societies and individuals, and are influenced by a variety of social and cultural factors. These stereotypes include that women have a caring nature, have skill at household-related work, have greater manual dexterity than men, are more honest than men, and have a more attractive physical appearance.

The construction of masculinity and femineity starts very early in life for example – for boys to play with cars, push to get their way or to not cry when they are hurt. Girls to play with dolls, be gentle and cry to get things done. We learn and teach gender identities through parental guidance, observing others behaviours and social models. It is constructed in various ways:

- Constructed on the basis of race, caste, religion, blood relations or geographical location
- Masculinity has direct and strong relationship with power and Feminity has relationship with being physically attractive and caring for others.

A.2. For facilitators - positive and negative masculinities

Negative masculinity

This form of masculinity is oppressive. It depends on controlling others and misusing power to oppress others. It is regulated on people at lower social positions and is not easily detectable/ identifiable. Toxic masculinity people use bad words and force so that people keep away from them and also to get their work done. This might be an oppressed man trying to assert himself.

It might also be a dominant man – although he may enjoy a commanding status in society actually they also may live under perpetual fear of loyalty and with performance pressure. A strong and dominant man is less likely to have healthy emotional bonding with his family especially children and later and may face bad health and mental health consequences such as anger issues, anxiety, uncontrolled violence or substance abuse etc.

Thinks women are inferior to men but also wants them to serve him	Respects women and is a competent home maker
Tries to fight police but at times might talk to police on behalf of people to feel good and patronize	Follows the rule most of the time and notifies police in case of mishap
Spends four hours in gym and takes steroids to have a muscled body	Healthy balance of outdoor activities and manual labour
Yells at wife if she is late, and teaches lesson when she is not following his instructions	Makes his own tea
Kicks dogs and other animals and even is rough with his own dog	Loves animals – don't keep them chained and likes to grow vegetables in kitchen garden
Scares children by throwing them high in air or pinching	Spends time with partner and children
Waxes his body to keep himself attractive to women	Keeps his body hygienic and naturally maintained and taking proper sleep
Braggs about girlfriend and one night scores	Although discuss his love interest with friends but in a dignified manner he is responsible during intimacy- he would always take consent and condoms.
Represses his unmanly emotions such as feeling sad but shows anger, rudeness so that people stay under control.	Expresses emotions openly – cries during movie scenes, death and something like the Uttarakhand disaster.

Always tries to escape responsibly and blames others	Readily accepts his faults and apologises
Holds grudge	Forgives self and others and moves own
Does not follow traffic rules and states “women are lousy drivers”, and perhaps thinks helmets are for chickens”	Makes way for others and when needed helps in easing a traffic jam

Positive masculinity

This form of masculinity believes in equitable development opportunities for all. They have respect for all and do not use their power to control, exploit or oppress others. Generally, they are not trying to impress others physically or intellectually. They are openly expressive about their softer emotions and keep negative emotions managed. They might help with cooking or cleaning, wear clothes that are a mix of colours and enjoy healthy leisure activities like sports, exercise, gardening, walking, tracking, cycling, singing. Positive masculinity is supported by a good nurturing in the childhood by a loving relationship and is not domineering or forceful. Positively masculine and feminine persons in the household and community can achieve mutual coexistence between humans.

B. Lessons/Activities

B.1 Facilitating the session on positive and negative masculinities

Asking 3-4 participants to describe a surprise in seeing a man do something that is not typically done by a man in their community. Example, changing a baby's nappies or making tea for guests.

B.2 – Introduction

Very briefly go over the concept that sex is the biological features that make someone male or female, while gender is socially constructed norms for behaviour. Give examples and describe some of the ways that masculinity is constructed (e.g. in childhood, through examples on media and through social expectation.)

Game – Social constructions and discussion

Read out activities in this list and ask participants which activity is linked to males or females.

Save a child who is walking towards a fast moving truck	Burping loudly
Washing and hanging out clothes	Good at fixing things with a spanner or screwdriver
Served meal first	Shaves in the morning
Professor at a university	Repairing plugs and switches
Hair braids	Hospital nurse
Participates in burial	Shaving head
Wears pink colour	Doctor
Put on kajal	Drives a motorbike
Cries when watching sad movies	Wears blue colour
Looks after small children	Faster in running

Discussion

Ensure that participants recognise which statements are linked to biology (e.g. men are more hairy, women have menses and breastfeed) and those which are socially constructed (e.g. boys are better at cricket bowling – which is due to social opportunities and expectations that they will play cricket much more than women.) Note that some examples may be mixed – e.g. a woman’s biology determines that she will get pregnant (a man can’t get pregnant) however there are social expectations e.g. that she will get pregnant soon after marriage, or that she will live in her in-laws’ house, which are socially constructed.

Masculinity jump game

(Note: This game is best played where there is room to move forwards and backwards)

All participants start in a line in the middle of the space/ courtyard. When a statement is read out you think if you agree or disagree with the statement.

1. Chest hair is a sign of manliness, hairless people are less manly. (knowledge myth)
 - a. Agree – jump backwards one step; Disagree – jump forward; Not sure – stay where you are
1. Girls are only to have fun (negative attitude)
 - a. Agree – jump backwards one step; Disagree – jump forward; Not sure – stay where you are
2. I jump traffic lights when no one is looking (negative practice)

a. Agree – jump backwards one step; Disagree – jump forward; Not sure – stay where you



are

3. After my wedding I relocated to my wife's hometown, because she is holding a regular job (positive practice)

a. Agree – jump forwards one step; Disagree – jump backward; Not sure – stay where you are

4. Crying is good for healthy heart (positive)

a. Agree – jump forwards one step; Disagree – jump backward; Not sure – stay where you are

5. By listening carefully, understanding and responding with respect even serious problems could be solved (positive attitude)

a. Agree – jump forwards one step; Disagree – jump backward; Not sure – stay where you are

6. Castes are based on genetic traits, higher the caste better the genes. (Knowledge myth)

a. Agree – jump backwards one step; Disagree – jump forward; Not sure – stay where you are

7. Anger is the power of a real man (negative attitude)

a. Agree – jump backwards one step; Disagree – jump forward; Not sure – stay where you are

8. I spend my evenings by gossiping over whisky (negative practice)

a. Agree – jump backwards one step; Disagree – jump forward; Not sure – stay where you are

9. I encourage my sister and women in my family to be independent and go places without any male family member

a. Agree – jump forwards one step; Disagree – jump backward; Not sure – stay where you are

At the end of the game while people are still standing in their places, talk about which practices led to moving forward. Ask participants to then form a circle and finish with a closing circle.

Summary

Applying the knowledge on positive and negative masculinity to understand social constructs and become responsible men.



Activity to practise this week

Identify one negative masculinity trait in yourself and one thing you can do differently this week to change it.

Talk with a friend from the group about a man who you know who is a role model or who you find inspiring. What does that person do that inspires you?

Discuss one idea of what you could do differently to be like them.



Learning aims for this session

- For people to understand the alternative meaning of citizenship and that it is never too late to make a change.
- To help participants understand that any effort no matter how big or small, leads to change.



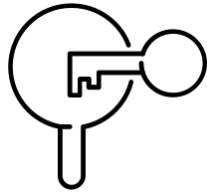
What you will need

- Black board or chart paper
- Water bucket
- Pebble
- Ink/colour



Overview of this session

- | | |
|-------------------------------------|--------|
| • Learning objectives and materials | |
| • For the Facilitator | 15 min |
| • Lessons and Activities | 20 min |
| • Summary | 10 min |
| • Activity to practise this week | 5 min |



Key Discussion

A. For the Facilitator

A.1. Citizenship

Each one of us has a role in our family, community and the world. Each person has talents and qualities that can benefit others in some way. Once we discover these talents we can find ways to use them beyond benefiting ourselves and to create change. Most of us know the word citizenship as belonging to a particular country, for example we are citizens of India. We can also think of citizenship as belonging to a community and contributing to that community. Communities need different types of people to play different roles. Being a good citizen or contributing may not mean the same thing for everyone. We all have different abilities and can contribute in our own way.

We can all begin contributing to our communities at any age. Doing something for the greater good beyond ourselves is important to gain a sense of purpose in life. Seeing the good that you have done can also be very motivating for many young adults. We can all take steps to create change and make things better in this world. What makes a good citizen? The following are general examples of good citizenship but this will differ for each community:

- Cares about the feelings and wellbeing of others in the community;
- Respectful of others rights and opinions;
- Good listener;
- Stays informed about issues in the community and the environment;
- Knowledgeable about laws and rules; and

- Will stand up for what is right.

We all have the power within ourselves to create change in this world.

A.2. Change in My Community Project

Form groups of 3-4 people. They will identify one thing that they wish they could change around them. People will use their problem solving skills to create a plan of action for the changes they would like to see. As the final module of the course, people will present their project plans to the groups and decide if they wish to put their plans into action.

Please refer to the following steps to be taken over the next four sessions. Please remind people at the end of the coming sessions where they should be in the process and check on their progress.

- **My Community Map** – People will draw a map of the barrack on a large piece of chart paper, identifying important structures and landmarks. Mark relevant places on the map. They should then identify problem areas, which they may like to change – it could be a physical structure or a social problem. Groups then choose one of these problems for their project. Group members should think about who this will impact and in which ways.
- **How to Get There** – Group members should think of how they want to go about making a change around. They should create a plan of action with steps that will need to be taken to achieve their goal. Where will they start? Who will lead the effort? What is their timeline? Remind the group that change may not happen instantly. Making timelines for their efforts is an important step in the planning process.
- **Resources** – Group members should think about what they need for each step they have created in their action plan, including physical and other resources/help.
- **Final Presentations** – Group members will present to the group their concepts for change.

B. Lesson/Activities

B.1. Demonstration and Group Discussion

1. Demonstration with water, pebble and ink:
 - Fill a wide mouthed bucket or tub with water.
 - Let the water stand still, do not shake/move it.

- Ask one participant to throw a small pebble in the water.
- Ask the participants to observe and tell what they see.
- Discuss the ripples created in the water by the small pebble. Facilitate the discussion using Section A.
- Ask another student to add 3-4 drops of ink/colour in the water.
- Participants share their observations and learning from the demonstrations.
- Discuss potential to create change in each one of us, despite our age, gender and position.

2. Discussion:

- Use the character strengths module to talk about determination, creativity and other relevant characters accordingly.
- Ask members to discuss with their partner: “What is the definition of citizenship?”. Introduce the alternative concept of citizenship (Section A.1).
- Ask members “Can we think of examples of good citizens in our community?”; “How would we describe these people and what kind of traits do they exhibit that make them good citizens?”. Record answers on the black board or chart paper (Refer to Section A.1.).

4. Introduce the **Change in My Barrack Project** to the members. Divide them into small groups of 3-5 each. Next, complete Step 1 **My Barrack Map** for the remainder of the session

B.2. Key Message

- Every person has the ability to impact others beyond themselves in a positive way! Finding our personal strengths and how to use them to help others is very rewarding.
- One way we can do this is by being a good citizen and contributing to our communities.

Good citizens come in many forms and are very individual to your culture and community. We can make big impacts on our communities with planning and hard work, it’s exciting to see what impact you want to make.



Summary

Learning to create change in the community.



Activity to practise this week

1. **My Barrack Map** – share what you have already drawn with your partner. Are there any other places that need to be included? Update your map with these places. Talk about any places that can trigger problems and how these problems impact the local community.
2. **Planning your Goals** – how to achieve making a change in your community. Start thinking about creating a plan of action with steps that will need to be taken to achieve your goal. Where will you start? Who will lead the effort? What is your timeline? Change will not happen instantly but will take time. Making timelines for your efforts is an important step in the planning process.