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Unit Five

Interpersonal Relationship Skills – Ages 13+

Total Time: 3 Hours

PART 1: Ice Breaker

PART 2: What are Interpersonal Skills?

PART 3: Be Your Own Best Friend

PART 4: Qualities of a Good Friend

PART 5: Making Friends

PART 6: Types of Relationships

PART 7: Healthy Friendships and Relationships

PART 8: Conflict Resolution

PART 9: Follow-Up Activities

ANNEXURE 1: Like Yourself Poster

ANNEXURE 2: Listening Skills Review

ANNEXURE 3: Relationship Circle

ANNEXURE 4: Balance in Relationships

ANNEXURE 5: Evaluating Balance in Relationships

ANNEXURE 6: Key Point in Conflict Resolutions

ANNEXURE 7: Peace Path

ANNEXURE 8: Resource Guide for Interpersonal Relationship Skills

ANNEXURE 9: Evaluation

ANNEXURE 10: What Kind of Friend Am I?

ANNEXURE 11: Conversational Role Play

ANNEXURE 12: Potential Conflict Scenarios

ANNEXURE 13: Conflict Scenarios

ANNEXURE 14: Teamwork and Cooperation

POWER POINT: Friends (Ages 13+)

Part 1: Ice Breaker

Time:

10 Minutes

Objective:

Participants will take part in an activity to show the trust and responsibility they share with their friends

Materials:

(Depending on Option)

Option Two:

- Blindfold

Techniques:

Ice Breaker

TRAINER INSTRUCTIONS:

1. Invite the teens to take part in one of the following activities designed to demonstrate that their friends will not let them down and that they are responsible for caring for their friends.
2. After the exercise invite the teens to talk about their feelings. Did they feel comfortable falling backwards or walking blindfolded? Did they trust that their friend(s) would catch them? What did they learn about trust, responsibility, and friends?

Option One: Trust Fall - This activity can be done in pairs, or the group may make a circle, hold hands, and a volunteer goes to the center of the circle. Instruct one person in the pair, or the person in the middle of the circle, to close their eyes, keep their body straight and stiff, and fall backwards in to the arms of their friends. The friends should be instructed to make sure they catch the volunteer.

Option Two: Trust Line – Form two lines of children, facing each other and standing very close together, shoulder to shoulder (leave no gaps between children). Allow for a path between the two lines. Ask for a volunteer to walk down the path, blindfolded, as the other children direct and help the volunteer if they get off course. The purpose is for the group to support their friend as he/she walks blindfolded, and for the blindfolded person to feel trust in their friends.

Part 2: What Are Interpersonal Skills?

Time:

10 Minutes

Objective:

Participants will understand the importance of interpersonal skills and preview the topics of this session.

Materials:

- Marker Board or Chart Paper
- Markers

Techniques:

- Group Discussion

TRAINER INSTRUCTIONS:

1. Introduce the session by discussing the meaning of “Interpersonal Relationship Skills.” Ask the group for their definition, then offer the following definitions:
 - Skills that will help you have healthy relationships with others (friends, teachers, caregivers, etc.)
 - Skills involved in dealing with and relating to other people
2. Explain that there are certain ways we all must behave if we want to have healthy relationships and for others to enjoy being around us. For example, we must be patient, be respectful, listen, talk positively about others and be friendly. Interacting with people who do not use social skills is difficult. Imagine a person who will not share, gets upset easily and refuses to play by the rules. Does that sound like a difficult situation? Have you known anyone to act that way before?

3. Invite the group to brainstorm times when they interact with others (sports/games, school, helping others, eating meals, chores, etc.) and who they interact with (friends, teachers, caregivers, tutors, etc.).

Write their answers on a marker board or chart paper. Point out that they are constantly interacting with others throughout the day, so interpersonal skills are very important.

Part 3: Be Your Own Best Friend First

Time:

15 Minutes

Objective:

Participants will recognize the importance of being their own best friend in order to be a good friend to others.

Materials:

- Annexure I: Like Yourself Poster

Techniques:

- Group Discussion

TRAINER INSTRUCTIONS:

1. Hold up Annexure 1 or hang it on the wall and make the point that “You need to like yourself if you want others to like you.” Ask the group what this means to them.
2. Discuss the following examples related to the quote above and invite the group to add examples.
 - Marc feels negatively about himself and assumes everyone is finding fault with him, too. He can interpret practically any remark or action as a personal putdown and responds as though it were.
 - Siri feels like she doesn’t belong to the right crowd. She often feels like an intruder in her own school. She knows she has just as much right as anyone to be there and resents the way she feels. She blames other people-pretty much anyone at school-for making her feel out of place. She always appears angry because she usually is. She is rarely civil to anyone.

3. Ask the group to think back to the Self Awareness Unit where they learned about their special qualities and their values (what is important to them.) Remind them of the t-shirt drawing or Identity Map they made highlighting their unique attributes. Give them a few minutes to recall what traits they included and invite a few volunteers to share
4. State that getting to know themselves helps them in their relationships with others. Remind them of the following quote from the Self-Awareness Unit, “The better you feel about yourself, the more positive relationships you will be able to have with other because you will be able to look beyond your needs and recognize the importance of kindness, respect, sharing, teamwork and the need to support and care for each other.” (Say it slowly so they can absorb the meaning, and be sure the teens are clear about the message.)
5. Remind them that they will be happier if they make friends with like-minded people who share similar values and interests, so again it is important that they know themselves. (e.g., if you value honesty, you want to be around others who are honest and will be uncomfortable around those who aren't; if you value good grades/marks in school, you will want to be around others who feel the same, if you enjoy sports you will like spending time with others who enjoy sports, etc.)
6. Explain that they will be learning more about what makes a good friend in today's session.

Part 4: Qualities of a Good Friend

Time:

20 Minutes

Objective:

Participants will identify qualities of a good friend

Materials:

- Paper and pens for brainstorming activity
- Marker Board or Chart Paper and markers
- Annexure 2: Listening Skills Review (optional)

Techniques:

- Small group discussion
 - Worksheet
-

TRAINER INSTRUCTIONS:

1. Break into small groups (3-5 per group), distribute paper and pen to each group, and ask each group to brainstorm “what makes a good friend?” Ask them to assign one person to take notes and present the group’s thoughts when instructed.
2. After a few minutes, bring the groups back together and ask one volunteer from each group to present their group’s ideas. List all ideas on the marker board/chart paper.
3. If the following ideas were not listed, add them, and ask the group to discuss what each means if necessary. (Be sure to review active listening skills as noted in the first bullet.)

Discuss real life examples of several of the bullets.

- Good friends listen to each other. Use your active listening skills, read body language, and ask questions. (Review active listening from the Effective Communication Unit –if you feel it is necessary, refer to Annexure 2)
 - Good friends try to understand each other's feelings and moods. Try to understand people by thinking about things from their point of view. (Remind them that Empathy is one of the Gifts of Communication that they learned about in the Effective Communication Unit and discuss the meaning.)
 - Good friends don't put each other down or hurt each other's feelings.
 - Good friends help each other solve problems. Be helpful. Be aware of your friend's feelings.
 - Good friends give each other compliments. Praise your friends when they've done something well.
 - Good friends can disagree without hurting each other. Handle conflict in a positive way. Be clear about what you want and how you will compromise. (will learn more about that later in the session)
 - Good friends are dependable.
 - Good friends respect each other.
 - Good friends are trustworthy.
 - Good friends give each other room to change.
 - Good friends care about each other.
 - Good friends see the positive in others
4. Pose the question, "If these are the qualities of a good friend, what would a 'bad' friend be like?" (Of course, they would be the opposite; they wouldn't listen, they would put you down, etc.) Take a few minutes to look at the list in the opposite way and discuss examples.

Part 5: Making Friends

Time:

30 Minutes

Objective:

Participants will learn the key steps in initiating friendships.

Materials:

- PowerPoint: Friends (Ages 13+)

Techniques:

- Presentation
 - Small group discussion
 - Role play
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TRAINER INSTRUCTIONS:

1. Explain that many people find it difficult to make new friends. (Trainer: you could say, "I know it is hard for me, how about for any of you?")
2. It is hard to walk up to someone you don't know and start up a conversation.
3. Even if you get the conversation started, sometimes it's hard to keep it going. ("Have you ever gotten up the courage to talk to someone, but then after you start the conversation, you just don't know what to say next?")
4. It takes time and effort to turn an acquaintance into a friend. ("What is the difference between an acquaintance and a friend?")
5. Introduce the Power Point stating that it will present key points in taking that first step in making friends. Show the Power Point, stopping at each slide to discuss the concept. Use the following notes to lead the discussion:

Slide #2 – “To have good friends you must be a good friend.” Discuss the meaning of the quote, and note that in order to make good friends it is important to show all of the qualities of a good friend that we discussed earlier.

Slide #4 - Stand tall, look friendly; think of yourself as a friendly person; look friendly and be friendly and others will find you friendly

Slide #5– Look for others who are alone or seem shy and introduce yourself. Ask them about their interests. You may have a lot in common.

Slide #6 - Hang around near a group that looks interesting. Don’t stand off by yourself.

Slide #7 - Look for eye contact and smile when someone looks at you. If that person smiles back join in the group.

Slide #8 – Listen to the conversation and when you know what is going on join in.

Slide #9 – Decide what you want to say before you talk; don’t just babble on.

Slide #10 - Share information about yourself, your likes, your hobbies, etc. They may share the same interests.

Slide #11 - Join in with the group; don’t try to take over

Slide #12 - Speak in a positive way and don’t brag or boast.

Slide #13 - Share the conversation; don’t hog it

Slide #14 - Ask open ended questions and listen. Discuss the difference between open ended and closed questions, and the advantages of open ended. Give examples and ask the group to give you examples.

Slide #15 - Be yourself!

Slide #16 - If someone doesn’t like you don’t worry – you can’t expect everyone to like you. After all, you don’t like everyone either, do you?

Part 6: Types of Relationships

Time:

30 Minutes

Objective:

Participants will understand that relationships differ in strength and importance, and will identify the people in their lives that fill various roles.

Materials:

- Annexure 3: Relationship Circle

Techniques:

- Individual Exercise
 - Discussion
-

TRAINER INSTRUCTIONS:

1. Explain to the group that relationships vary in strength and importance.
2. Distribute Annexure 3 and tell the group that this is an individual exercise; all responses are confidential and there are no right or wrong answers.
3. Explain that there are three circles in the diagram and each represents the degree of closeness in relationships. The relationships could be with caregivers, teachers, friends, girlfriends, boyfriends, uncles, Aunty, siblings or anybody.
4. Tell the group to:
 - a. Write the names of people they share “very close” relationships in the innermost circle.
 - b. Write the names of people they share “close” relationship in the middle circle.

- c. Write the names of people they share “not so close” relationships in the outermost circle.
5. Note that all relationships need to be nurtured regardless of where people fall in your circle. You need to practice all of the qualities of a good friend regardless of the level of relationship. However, your relationship is stronger with those in your inner circle and you may share thoughts and feelings with them that you would not share with others.
6. Allow 5-10 minutes and when everyone has completed their circles, facilitate discussion around the following points:
 - a. What did you learn from this activity?
 - b. Where you surprised by any of your names in the circles?
 - c. What do you think about the importance of being a good friend to people in all of your circles?
 - d. Who can you talk to when you have a problem?
7. Divide the teens into groups of 3 to make a list of problems on chart paper that may require consultation with another person and indicate with whom they would discuss each type of problem:
 - a. Friend
 - b. Caregiver
 - c. Teacher
 - d. Parent
 - e. Other
8. Invite the groups to present their papers and the reasons for their answers. (Such as, “I am very close to my best friend and I feel like I can talk to her about my personal feelings.”)

Part 7: Healthy Friendship and Relationships

Time:

30 Minutes

Objective:

Participants will recognize the importance of balance in a healthy relationship.

Materials:

- Annexure 4: Balance in Relationships
- Tape
- Annexure 5: Evaluating Relationships (one copy for Trainer)

Techniques:

- Group Activity
- Role Play

TRAINER INSTRUCTIONS:

1. Explain that when a new friendship seems to be developing, it is wise to take time to ask yourself if the friendship is likely to be a healthy one, and it's good to review current friendships and relationships to determine how positive they are for both parties. A healthy friendship is one that supports mutual respect and healthy behavior. In a healthy friendship, both parties share the qualities of a good friend as we discussed. (Refer to the marker board or chart paper listing the qualities of a good friend.)
2. Point out that balance is critical in a healthy relationship. Balance means that each person in a relationship gives as well as receives. Relationships rarely last when one person does all the giving and the other all the receiving. Successful relationships in all

situations require a high level of balance. (Make sure the children understand the importance of this concept.)

3. Hang the papers from Annexure 4 in different parts of the room.
4. Read the situations described in Annexure 5 aloud, one at a time.
5. Instruct the teens to stand near the sign that describes the balance in the relationship in the situation (Balanced or Not Balanced). Ask for a few volunteers to explain why they made their choice. Allow for discussion within the group. If the relationship is not in balance, what would bring it into balance?
6. Explain that the first step in a healthy relationship is to determine how balanced it is. If it is not balanced, what is the next step? Ask for ideas from the group – answers should include: you will need to use your communication skills to discuss your concerns with the other person in the relationship.

Use “I” messages as learned in the Effective Communication Unit. Review “I” Messages:

- “I” Statement format: “I feel _____ when you _____ because _____.”
 - Examples :
 - Regular “You make me angry because you are always late”
 - “I” Statement “I feel frustrated when you come home late because I stay awake worrying.”
 - Regular “You never call. You don’t even care.”
 - “I” Statement “I feel hurt when you forget to call because it seems like you don’t care.”
7. Now, facilitate role plays using the situations in Annexure 5. Ask for 2 volunteers to come to the front of the room and invite one to **use their communication skills to share their concerns** with the other person in the first role play. Provide guidance and feedback regarding effective communication skills, and invite the group to offer suggestions as well
 8. Invite different volunteers to enact role plays for each situation in the Annexure and discuss the communication skills as above.
 9. Explain that if the relationship is still unequal after sharing your concerns, the next step in bringing the relationship into balance is using conflict resolution skills to come to an agreeable compromise.

Part 8: Conflict Resolution

Time:

30 Minutes

Objective:

Participants will learn the key points of conflict resolution and practice using the Peace Path to resolve conflicts.

Materials:

- Marker Board or Chart Paper
- Markers and Tape
- Annexure 6: Key Points in Conflict Resolution
- Annexure 7: Peace Path Printouts (Print two copies of the footprint pages.)
- Annexure 8: Resource Guide -- Interpersonal Relationship Skills
- Annexure 9: Evaluation

Techniques:

- Discussion
- Role Play

TRAINER INSTRUCTIONS:

1. Ask the group, "What is conflict?" (Answers could include argument, fight, disagreement, etc.) We may feel that something is unfair, something has been taken or broken that we value, someone is being mean, we're not getting a fair share, etc.
2. Make the point that conflict is a natural and normal part of life, and that we all experience conflicts at home, at school, etc. We need to learn how to handle the conflicts so they don't turn into major issues and ruin our friendships and relationships.

3. Invite the teens to describe a variety of conflicts that commonly occur in the home. List on the marker board or chart paper. (You will refer back to these in a few minutes.)
4. Distribute Annexure 6 and carefully review the key points in conflict resolution, pausing to discuss each step and ensuring they understand the points.
5. Explain the concept of a Peace Path, used to assist with the steps of conflict resolution. (Instructions are in Annexure 7)
6. Invite two volunteers to role play the use of the Peace Path to address one of the conflicts mentioned in step one
7. Ask the teens to stand on the side of the paper (do not step on the paper) and follow your instructions.
8. At the end of the role play, discuss use of the Peace Path and get feedback from the teens.
9. Facilitate a few more role plays using conflicts from step 1, providing guidance and gathering feedback
10. Encourage the teens to think about the Peace Path when resolving conflicts in their daily lives
11. Distribute Annexure 8 and ask the teens to keep this handout in their folder for future reference.
12. Distribute Annexure 9 and invite the teens to complete the evaluation form regarding this unit.
 - Explain that they are to give a score from 1-5 (5 being the highest) for each part of the Unit, as well as a score for the Unit overall.
 - Then they should write comments under the happy face for items they liked/learned, and under the sad face for items they didn't like or are confused about.
 - Briefly recap what was covered in each part so their memory is fresh when evaluating.
 - Instruct them to be as specific as possible in their comments.
 - Items to consider include:
 - Did you understand the topics covered? If not, what was confusing?
 - Was there enough time to cover the material?
 - Did the presentation keep your interest?

- Were the handouts/power points helpful?
- Add any comments that would be helpful for future programs.

13. Gather the completed evaluations and include them in your trainer report.

Part 9: Follow-Up Activities

Time:

Varies by Activity

Objective:

Participants will practice material learned through activities they will complete throughout the upcoming weeks.

Materials:

Option One:

- Annexure 10: What Kind of Friend am I?

Option Two:

- Annexure 11: Conversation Role Play

Option Three:

- Annexure 12: Potential Conflict Scenarios

Option Five:

- Annexure 13: Conflict Scenarios

Option Six:

- Annexure 14: Teamwork and Cooperation
- Poster Paper
- Markers or crayons

Option Seven:

- Fairytale Stories

Techniques:

- Applying learning to daily life
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TRAINER INSTRUCTIONS:

1. Choose one of the follow-up activities from the options below. The activity may be assigned as homework to be discussed in the follow-up session, or may be completed within the session.

Option One: Good Friends – Review the discussion regarding qualities of good friends and explain that today they will be looking at what kind of friend they are. Distribute Annexure 10 and ask the teens to take some time to really think about their answers on the worksheet. They can make notes on the sheet; it is for them only – it will not be collected.

After the teens have completed their worksheets, lead a discussion around the following questions. (Do not ask them to share specifics if they are not comfortable.)

*Which answers are you especially proud of?

*Do you see areas where you could improve and be a better friend?

*Would anyone like to share examples of when they were a good friend to someone?

Then ask the teens to select one or two questions that highlight qualities they would like to build on or improve. Suggest that they set a SMART Goal (review goal setting strategies – they may use Annexures 1 and 2 from the Goal Setting Unit) to practice these qualities throughout the week. Ask them to keep notes in their journal about times that they used that particular skill and the response they got. Be prepared to discuss in the next follow-up session.

Suggested Follow-up Questions for the Trainer: How did you select the quality to focus on? Why did you see it as an important trait? How successful were you all week in building that quality? Were you surprised by the response you got?

Option Two: Conversational Skills - Tell the participants that once you join in with a friend or group, sometimes it is challenging to keep the conversation going.(Trainer: Share any times you have found yourself struggling to think of what to say next, and ask if anyone has experienced this at some time.)

1. Divide the group into smaller groups of 3 and distribute a copy of Annexure 11 to each group. Ask the groups to add four to six sentences to the **first two** conversations on the Annexure. (They will role play the other conversations later.) Allow no more than 5 minutes.
2. Bring the groups back together and read the first two conversation starters one at a time, asking for several groups to read their four follow-on sentences.

3. Then, ask for two volunteers to role play conversation #3 on the Annexure in front of the group. After the role play, lead a discussion using the following questions if desired:
 - a. Were they able to keep the conversation flowing?
 - b. What worked well; what could have been improved?
 - c. What other ways could they have continued the conversation?
4. Invite two new volunteers to role play conversation #4 on the Annexure. Follow the directions in the step above, ending with the discussion questions.
5. Invite two new volunteers to role play their own conversation and follow the steps from above.

Option Three: Preventing Conflict - State that sometimes handling conflict means recognizing when there could be a problem and then doing or saying things to avoid the problem. Tell the group that we are going to start by practicing responses to avoid a potential conflict.

- Divide the group while still in their seats so that one side is Group A and the other side is Group B.
- Group A will respond to the following scenarios with a response that might lead to a fight. Group B will respond with a sentence that would **not** start a fight.
- After you read each situation below, ask for volunteers from Group A and B to offer responses. Remind Group B to use their effective communication skills such as “I” messages. Offer guidance and feedback.
 - I bump into you by accident
 - I’m reading and you’re talking to a friend so I can’t concentrate
 - I want to use the computer but every time I try you are using it.
 - I want to sit next to my good friend at lunch but you are sitting in my spot.
 - I asked you to tell our tutor I would be a little late, but you forgot.
- Discuss the differing responses and the impact they have on preventing or promoting conflict. Encourage the teens to remember this in their daily conversations.
- Explain that another thing that can lead to conflict is misreading or misinterpreting other people’s words and actions. Often, you can view a person’s actions or words as positive or negative, and it will make a difference in how you respond and whether it leads to conflict. For example, if someone

bumps into you, it could be interpreted in a positive way that it was accidental, or in a negative way that the person meant to bump you.

- State that they are going to practice viewing situations in differing ways. Explain that each of the scenarios you are about to read could be interpreted in a positive or negative way; you will read the scenario along with a negative interpretation and they will offer positive interpretations.
- Using Annexure 12, read the scenarios one at a time, inviting volunteers to offer positive interpretations. Then ask the volunteers how the positive thinking would make a difference in their reactions or feelings about the people involved.
- Discuss the importance of recognizing the role of perceptions in conflict.

Option Four: Kindness Counts – One of the important traits of good friends is that they give each other compliments and praise each other when they've done something well. Practice this trait throughout the week by performing acts of kindness. Write a thank you note, tell your friend what you like about them, help a friend with homework or a chore, do something special for a friend, etc. Write in your journal what acts of kindness you performed, how it felt to be kind to your friends, and what kind of response you got from them. Be prepared to discuss in the follow-up session.

(Optional: Plan a group service project such as helping the younger children with an activity or helping around the home with a special project.)

Suggested Follow-Up Questions for Trainer: Invite volunteers to talk about their acts of kindness. Discuss how they felt while they were supporting their friends in this way and what kind of response they got. Ask if anyone was the recipient of an act of kindness that week, and invite them to talk about how it felt. Emphasize the importance of this trait in a good friendship.

Option Five: Conflict Corner – Imagine that Conflict Corner is a television show where people call in with conflicts that they're having and the hosts of the show help them solve their problems. This week, you'll be guest host and give advice to kids. The producers of the show have lined up several callers and gathered information about their conflicts ahead of time so you'll have plenty of time to prepare your responses. Using Annexure 13, volunteers will read the scenarios and the group will discuss possible responses to the callers.

Consider the following:

- What is the conflict?
- Why is it important to resolve the conflict?
- Suggestions for resolving the conflict (at least three)

Optional:

- Break the teens into small groups and assign each a scenario to discuss; then gather all back into the larger group and ask them to present their responses to the larger group.
- Ask the teens to role play the callers and hosts.
- Invite the teens to create their own calls based on conflicts that arise in their daily lives. (Real names should not be used to maintain confidentiality.)

Option Six: Teamwork and Cooperation – Divide the teens into small groups and distribute Annexure 14 (one per group). Each group is assigned the task of creating all of the parts of a team as listed on the Annexure. Explain to the teens: you must work as a team on this project; you may have only one answer per question and your group must be in complete agreement before writing your answers. Use your compromising skills to work out conflicts.

Then, create a poster illustrating all parts of your team. Each group will present their poster to the entire group.

Suggested Follow-Up Questions for Trainer: What process did you use to decide on answers to the questions? Was there a lot of disagreement in this activity? How did your team come to agreements? What would happen if your team did not agree on anything?

Option Seven: Rewriting the Story - Choose a fairy tale such as Red Riding Hood, Three Little Pigs, Cinderella or The Tortoise and the Hare. Ask the teens to read it over and think about the conflict in the story. Instruct them to answer the following questions in your journal: What is the conflict in the story? How do the main characters feel about the conflict? What does each of the characters want or need?

Then imagine you could convince the characters to work together to solve their problem. List three possible solutions that would benefit everyone. Remember, we're talking about fairy tales, so be as creative as you can!

Write your own end to the story showing how the characters work together to resolve their conflict.

Suggested Follow-Up Questions for Trainer: Invite volunteers to share their rewritten stories to resolve the conflict. What compromise did they reach? Which story's solution is the most creative? Which would be the most likely to work? Which solution would make the characters the happiest?

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Unit Five Annexures

Interpersonal Skills Ages 13+

- ANNEXURE 1:** Like Yourself Poster
- ANNEXURE 2:** Listening Skills Review
- ANNEXURE 3:** Relationship Circle
- ANNEXURE 4:** Balance in Relationships
- ANNEXURE 5:** Evaluating Balance in Relationships
- ANNEXURE 6:** Evaluating Balance in Relationships
- ANNEXURE 7:** Peace Path
- ANNEXURE 8:** Resource Guide for Interpersonal Relationship Skills
- ANNEXURE 9:** Evaluation
- ANNEXURE 10:** What Kind of Friend Am I?
- ANNEXURE 11:** Conversation Role Play
- ANNEXURE 12:** Potential Conflict Scenarios
- ANNEXURE 13:** Conflict Corner
- ANNEXURE 14:** Teamwork and Cooperation



Annexure 1: Like Yourself Poster

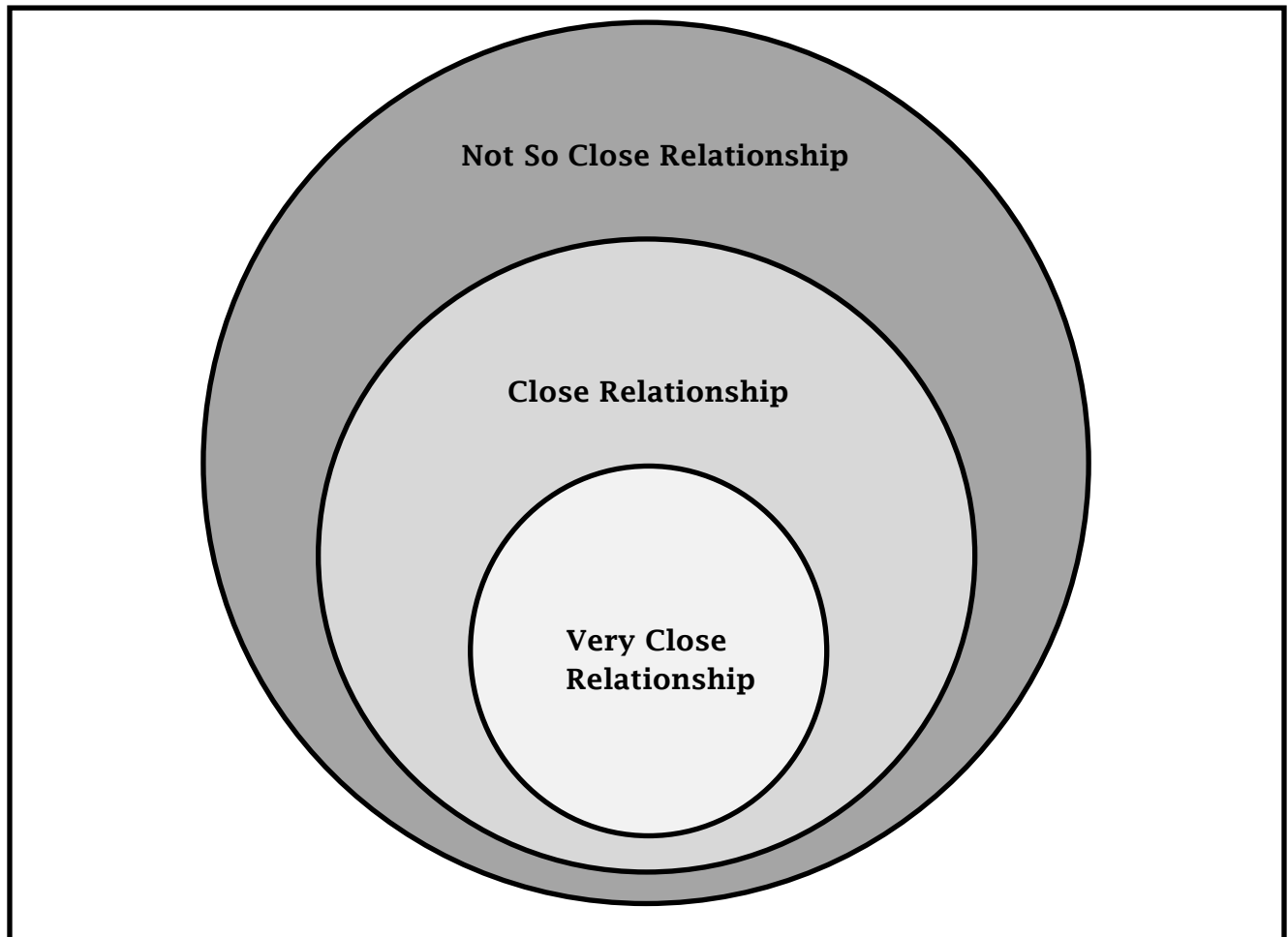
YOU need to like
YOURSELF
if you want others
to like you.

Annexure 2: Listening Skills Review

Being a Good Listener

1. **Stop talking** - You can't be a good listener when you are talking. You will miss the message.
2. **Show the speaker** that you are interested and want to hear what they have to say by using verbal and non-verbal communication.
3. **Remove distractions-** If you are having a difficult time paying attention, reduce other sources of distraction.
4. **Ask questions-** Ask the speaker to repeat or explain statements that you have difficulties in understanding. This will help you to avoid misunderstandings.
5. **Summarize** - When a message is important for you to remember you may want to summarize or repeat what's been said in your words.

Annexure 3: Relationship Circle



**Taken from
Demystifying
Adolescence by
Bujho, Jaano,
Samjho, p. 33. A
Modicare Foundation
Publication.*

Annexure 4: Balance in Relationships

NOT BALANCED

BALANCED

Annexure 5: Evaluating Balance In A Relationship

1. Navya talked Ishaan into volunteering to help tutor the younger students with her at the home. After tutoring lessons, Navya usually rushes off and leaves Ishaan to put the room in order. From time to time Navya asks Ishaan to tutor one of her students. Navya is too busy to do the same for him.
2. Pari and Riya share a bedroom. Riya is neat; Pari is messy. Riya does most of the regular cleaning of their room, putting away clothes and other items. Since Pari knows how much work Riya does to keep the room clean, and Pari is a strong student, she offers to help Riya with her homework in return. Riya likes this idea because they can help each other in the areas where they are strongest.
3. Mishka is a housemother for a girl's dorm at the CCI. Aria is one of the children in Mishka's dorm. Mishka assigns chores to all of the girls in the dorm and asks that they are done promptly. Typically, the girls always do their chores when asked. Aria felt sick today and could not get out of bed to help with the chores, so Mishka helped the girls to finish the chores because she didn't want Aria to have to get up while she was really sick.
4. Abeer and Parth are best friends and spend all of their free time together. Whenever they are trying to decide what games to play, what books to read, what to do with their free time, Abeer always makes the decision. He always wants to do things his way.
5. Priti, Anju and Haley are good friends and are in the same class at school. They spend all of their free time together, they enjoy the same hobbies, and they even make plans every morning to wear their hair the same way. Yesterday, another friend told Anju that Priti and Haley have been talking bad about her behind her back, telling others that she is lazy and never does her work.

Annexure 6: Key Points In Conflict Resolution

Conflict Resolution

4 things that you need to do:

Understand, Avoid Making Things Worse, Work Together, and Find the Solution.

1. Understand

Everyone involved needs to understand what the conflict (argument) is about. To do this, everyone needs to:

- Say what they feel about it (without interruptions).
- Listen to what other people have to say about their feelings (without interrupting them).
- Try to put themselves in the other person's shoes and try to understand their point of view (empathy)

2. Avoid Making Things Worse

- No put-downs
- No mean, nasty remarks that will hurt people's feelings - no personal remarks about a person's looks, gender (whether they are a boy or girl), or things that have happened in the past
- No screaming and shouting
- No fighting, hitting, kicking, pushing, or any kind of hurting the other person's body.

3. Work Together

- Make "I" statements, like:
 "I **feel** hurt when..."
 "I **need** to feel or be..."
 "I **hear** what you are saying, but I **feel**..."
- Take turns at speaking. You might even want to decide on a time limit for each person to speak before you get started. That way everybody gets the same chance to say what he or she wants.

Talk quietly. It's hard to keep your voice down when you feel upset, but a quiet firm voice is far better than someone shouting. A loud nasty voice makes everyone upset and unwilling to listen.

- Do some **active listening (show the person that you are listening) by:**
- **Looking at them**, to show that you are giving your full attention. Don't overdo it though, staring hard at someone makes that person feel uncomfortable.
- **Making "listening noises"** (but not interrupting). You know the sort of thing – "Uh huh", saying "yes" or "no" in the right places.
- **Repeating what you heard.** When they've finished, say what you think you've heard from them, eg. "So, your problem is that I haven't tidied my part of our room?"

4. Find the Solution

Once you have listened to each other and found what the problem is, then you need to look for a solution.

- Brainstorm together to think of ways in which you could resolve the conflict. Think of as many solutions as you can, even if they seem silly at first.
- Another person may be helpful to write down your ideas or suggest ways of making your ideas work so that you can resolve the conflict.

Possible Outcomes

- **Yes/Yes** Both of you are pleased with what you worked out.
- **Yes/No** One side is happy because they got what they wanted and **the other is sad** because they didn't get what they wanted.
- **No/No** Neither side is happy because nobody got what they wanted.
- **Which do you think is the best outcome?**
- **Yes/Yes** is the best because everyone gets something. But, you will need to be very good at these conflict-solving skills so that each person gets something that he/she wanted.
- **When you have come to a solution** that both of you can agree with, then you have to be responsible for carrying it out.
- **If things don't work out** then you need to go through the whole process again to see how it could be improved.
- **Conflict resolution is not easy.** It takes everyone involved to work together willingly and to accept and carry out what has been decided.

Remember:

- **Think** about the problem
- **Say** what you feel
- **Listen** to the other person
- **Brainstorm** solutions
- **Decide** what each one will do
- **Stick to** what you have decided

Annexure 7: Peace Path

Trainer Instructions: Prior to the session, print out the pages of this annexure and tape down on the floor as per the photo below. Place the path on the side of the room out of the way of the group's seating area. (Optional variation: place the Peace Path in the hallway, in another room, or outside.)

Invite the two children having a conflict (or those in the role play) to stand on opposite ends of the path, facing each other.

Step 1:

- ❖ Party #1 states what they see as conflict (they should be able to speak without interruption)
- ❖ Party #2 repeats what #1 said to demonstrate they heard and understood the conflict as stated by #1. At this point they are not allowed to agree or disagree or argue that this is or isn't the conflict
- ❖ Trainer asks if #2 agrees that this is the conflict. #2 may or may not agree. If they do agree that this is the conflict then move on to step 2. If they do not agree, repeat step 1 letting party #2 state what they see is the conflict. If there are 2 different conflicts presented, agree which one will be addressed 1st and do the peace path for the different conflicts separately. Often the 2nd conflict is actually resolved during the 1st conflict peace path. Both parties must agree on the conflict before moving on to step 2 even if it requires repeating step 1 multiple times.

Step 2:

- ❖ After taking a step forward to the next photo, the trainer asks #1 to propose a solution. Trainer asks #2 to repeat the solution #1 proposed.
- ❖ Following party #1's proposal, trainer asks if this solution is acceptable to #2. If it is, the parties move on to step 3. If it is not, the moderator asks #2 to propose an alternate solution. Both parties must agree on the solution or must brainstorm until they find a solution that works for both.

Step 3:

- ❖ Facing each other, the two parties shake hands (or hug) and agree to enact the solution immediately. The Trainer reminds the 2 parties that failure to follow through on the agreed solution could result in a return to the Peace Path.

- ❖ This ends the Peace Path. Just saying thank you at the end of a conflict, or acknowledging the person for working things out sends a message of appreciation and gratitude.

Trainer/Social Worker/Miracle Team Note: You may wish to paint a permanent Peace Path in the home for use in every day conflicts.

Taken from <http://theleakyboob.com/2012/11/peace-path-a-road-to-conflict-resolution/>

I feel

when

_____.



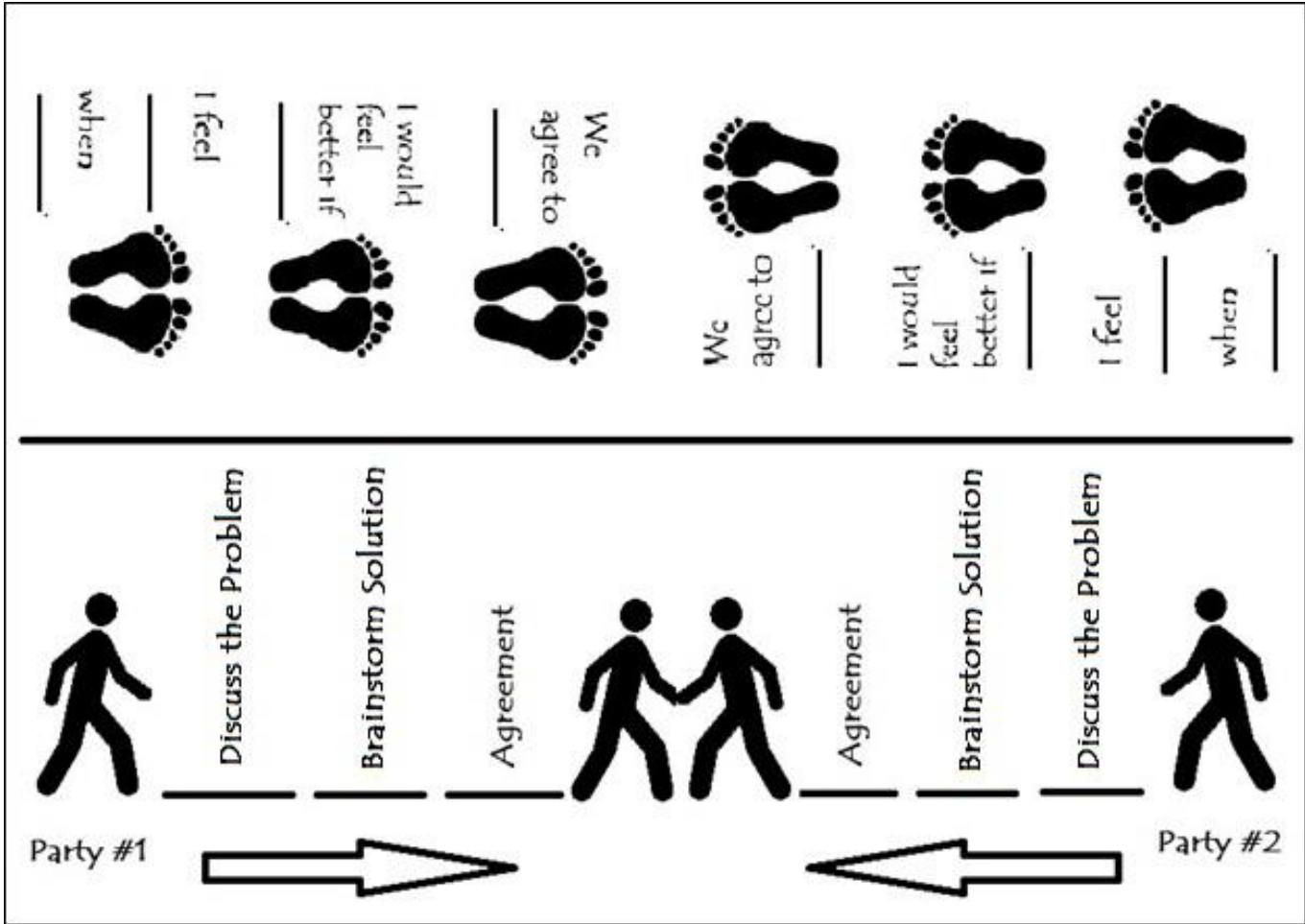
I would
feel
better if
_____.



We
agree to

_____.





Annexure 8: Resouce Guide For Interpersonal Relationship Skills

Interpersonal Relationship Skills help you have healthy relationships and relate with other people (friends, teachers, caregivers, etc.)

Qualities of Good Friends

- ✓ Listen to each other by using active listening skills, reading body language, and asking questions.
- ✓ Try to understand each other's feelings and moods by thinking about their point of view.
- ✓ Don't put each other down or hurt each other's feelings.
- ✓ Help each other solve problems by being helpful and being aware of their friend's feelings.
- ✓ Give each other compliments by praising friends when they've done something well.
- ✓ Can disagree without hurting each other by handling conflict in a positive way and being clear about what they want and how they will compromise.
- ✓ Dependable.
- ✓ Respect each other.
- ✓ Trustworthy.
- ✓ Give each other room to change.
- ✓ Care about each other.
- ✓ See the positive in others

How You Can Make Friends

- ✓ "To have good friends you must be a good friend."
- ✓ Stand tall, look friendly; think of yourself as a friendly person; look friendly and be friendly and others will find you friendly.
- ✓ Look for others who are alone or seem shy and introduce yourself. Ask them about their interests. You may have a lot in common.
- ✓ Hang around near a group that looks interesting. Don't stand off by yourself.
- ✓ Look for eye contact and smile when someone looks at you. If that person smiles back join in the group.
- ✓ Listen to the conversation and when you know what is going on join in.
- ✓ Decide what you want to say before you talk; don't just babble on.
- ✓ Share things about yourself, your likes, your hobbies, etc. They may share the same interests.
- ✓ Join in with the group; don't try to take over
- ✓ Speak in a positive way and don't brag or boast.
- ✓ Share the conversation; don't hog it
- ✓ Ask open ended questions and listen.
- ✓ Be yourself!
- ✓ If someone doesn't like you don't worry – you can't expect everyone to like you. After all, you don't like everyone either, do you?

Healthy Friendships and Relationships



- ✓ A **healthy friendship** is one that supports mutual respect and healthy behavior. In a healthy friendship, **both parties share** the qualities of a good friend as we discussed.
- ✓ **Balance** is critical in a healthy relationship. Balance means that each person in a relationship gives as well as receives. Relationships rarely last when one person does all the giving and the other all the receiving. Successful relationships in all situations require a high level of balance.
- ✓ If the relationship is not balanced, use your **communication skills** to discuss your concerns with the other person in the relationship. Sometimes just making the other person aware of your concerns will lead them to bring the relationship into greater balance.

Preventing Conflict

- ✓ Conflict is a natural and normal part of life, and we all experience conflicts at home, at school, etc. We need to **learn how to handle the conflicts** so they don't turn into major issues and ruin our friendships and relationships.
- ✓ Sometimes handling conflict means recognizing when there could be a problem and then doing or saying things to avoid the problem. Other times, a fight may happen, and then you need to figure out what to do to make things better.

5

Annexure 9: Evaluation

Unit 5 – Interpersonal Relationship Skills	Score (Circle a number, 5 is the Best)	What I Liked/Learned 	What I Didn't Like or Things I'm Confused About 
Ice Breaker	1 2 3 4 5	_____ _____ _____	_____ _____ _____
What are Interpersonal Skills?	1 2 3 4 5	_____ _____ _____	_____ _____ _____
Be Your Own Best Friend First	1 2 3 4 5	_____ _____ _____	_____ _____ _____
Qualities of a Good Friend	1 2 3 4 5	_____ _____ _____	_____ _____ _____
Making Friends	1 2 3 4 5	_____ _____ _____	_____ _____ _____
Types of Relationships	1 2 3 4 5	_____ _____ _____	_____ _____ _____
Healthy Friendships and Relationships	1 2 3 4 5	_____ _____ _____	_____ _____ _____
Conflict Resolution	1 2 3 4 5	_____ _____ _____	_____ _____ _____
Overall Score		1 2 3 4 5	1 2 3 4 5

Annexure 10: What Kind of Friend Am I?

Take some time to get to know yourself. Ask yourself the following questions – include examples to back up your answer if possible.

Am I a friendly person?

Am I a positive person who looks forward to each day?

Am I a good listener?

Am I loyal?

Do I often make the first friendly move?

In an argument do I try to see things from the other person's point of view as well as my own?

Do I offer to help when people need it even if they do not ask?

Do I bother to talk to other people who seem shy or short of friends?

What am I good at?

What is important to me?

What do I like to do in my spare time?

Do I like myself?

Annexure 11: Conversation Role Play

1. **Conversation starter:** “I’ve seen you playing football in the yard. How did you learn to play so well?”

Reply: “I really just learned to play last year.”

2. **Conversation starter:** “Did you hear that we are going to get some new books for our library?”

Reply: “No. I’m not really interested in reading very much.”

3. **Conversation starter:** “You’ve got the same math book that I do. How’s your class going?”

Reply: “I’m in Ms. Patel’s class. I love math, but we sure have a lot of homework.”

4. **Conversation starter:** “Hi. How’s your day going?”

Reply: “Pretty good so far. How about you?”

Annexure 12: Potential Conflict Scenarios

Everyone was running and chasing in the yard. Sach was hurrying toward the building and had his head down. Suddenly he was hit from behind so hard that he lost his footing and fell. “Whoops, sorry!” said the person who hit him, “I slipped.”

Negative interpretation: Sach was hit on purpose. The person wanted to knock him down.

Positive Interpretation:

Adya had a new short haircut. She noticed two girls looking at her and talking and smiling.

Negative Interpretation: The girls think her haircut looks stupid. They are making fun of her.

Positive Interpretation:

Keher came into the crowded room and looked for a place to sit. He had to walk around for a bit and finally saw an empty seat where XX and XX were talking. He dropped his things noisily on the chair next to them. When XX looked up, Keher said “Is there a problem with me sitting here?”

Negative Interpretation: Keher is looking for a fight.

Positive interpretation:

Jaina was acting silly with her friend Rani as they were getting ready for bed. Rani splashed water on her while they were brushing their teeth and Jaina fell down laughing. Just then the house parent walked in, looked straight at Jaina and told her sternly to get up and stop playing around.

Negative interpretation: The housemother doesn't like Jaina.

Positive interpretation:

Annexure 13: Conflict Corner

Caller One: Manu

...and my teacher, Ms. Ganesh, is so mean to me! She gives us so much work to do, and we never do anything fun. And when you get a question wrong in class, well, sometimes the kids get so upset...she's so hard on us. No matter what I do, Ms. Ganesh is not going to like me, so I think I'm just not going to do any more work. She's going to pick on me anyway, so what difference does it make?

.....

Caller Two: Ava

...I don't even want to go outside after school. I just know that Rea is going to say something bad about me in front of everyone. Like last week when she tripped me on purpose and I fell in front of everyone. She made fun of me all day. Rea says the meanest things that hurt my feelings, and now even some of my other friends don't want to hang out with me because they're afraid Rea will start picking on them.

Caller Three: Shiv

...Pavan keeps pressuring me to play kho-kho with him after school, but I know that I should do my homework first. When I tell Pavan that, he makes fun of me and says "Who wants to do homework? Wouldn't you rather hang out with me?" I like Pavan and I enjoy spending time with him, but my grades haven't been that good and I really need to spend more time on school work. Pavan says I am not a very good friend if I'd rather do homework than play games with him.

.....

Caller Four: Ria

...I like to have some quiet time at night before I go to sleep, but Tara hums and sings every night at bedtime. I have asked her to quiet down, but she says she needs to do this to help herself wind down before bed. I can't stand to listen to her anymore and now I'm having trouble falling asleep.

Caller Five: Ana

...Diya and I are supposed to work together to clean up the study area every day. Usually it works out just fine, but lately Diya has been more interested in laughing and joking with her new friend and has been leaving all the work to me. I'm afraid if I say anything to her about it, she will get mad at me and I will lose her friendship.

Caller Six: Param

...My friend Deep has a habit of bumping or hitting me when he's joking with me. Sometimes he hits so hard that it really hurts. I know he doesn't mean to hurt me, and I feel silly telling him it does because he'll think I'm weak. Yesterday I asked him not to hit so hard and he said "What's your problem...I'm just playing around!"

Annexure 14: Teamwork and Cooperation

Work as a **team** and write answers in spaces provided. Your group can only have one answer per question. Your group must be in **complete agreement** before listing answers in spaces provided.

1. **Team name.** For example: the champions, winners, etc.

2. **Team mascot.** For example: the tigers, lions, etc.

3. **Two team colors.** For example: blue and white

4. **Team's purpose:** For example: To be the best, To get along, etc.

5. **Team food.** For example: Naan, cake, ice cream, etc.

6. **Team song.** For example: any song that all team members know

7. **Team's lucky number.** For example: 7, 15, 21, etc.

Adapted from: http://www.dannypetry.com/ebook_social_skills.pdf