



# Life Skills



**Youth Engagement Services (YES) Network Pakistan**

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# Welcome and Introduction

The first session is designed to introduce participants to each other and to the facilitator. This part of the training is very crucial because it sets the tone for the entire training program.

## Objectives

- To help participants to get acquainted with one another.
- To increase participants comfort about participation in the training.
- To provide an over view of YES Network Pakistan and the program on the whole.

## Methodology

Memory game

## Material

None

## Time

30 minutes

## Instructions for Trainers

1. Make the group sit in a circle
2. Trainer should first introduce themselves and then ask the participants to briefly give the following information about themselves:
  - Name
  - Hobby
  - Something unique about herself/himself (example I speak three languages)
  - Something amusing about herself/himself (example I snore)



3. After each participant has introduced themselves, ask the participants to identify three persons in the group if possible by name, hobby or something humorous about the person.
4. After this exercise is over, ask the participants how they felt about it. Also tell them that during the training they will be expected to actively share their feelings and attitudes about several issues in order to get the maximum benefit of the training. Assure them that you will keep all personal information that is shared confidential and that each group member is expected to do the same.
5. Following the introduction, trainer should familiarize the group with an over view of YES Network Pakistan. Also explain the basic rationale for this training program.

## **Ground Rules**



Bring up the issue of ground rules for the training. Tell the participants that ground rules is a list of behavior that all participants agree to follow in order to make the training as enjoyable and productive as possible. It is important that the participants and not the trainer develop the ground rules.

## **Time**

20 minutes

## **Objectives**

- To establish Ground Rules this will be followed by participants during the training program.
- Group Communication

## **Methodology**

Group Discussion

## **Training Material**

Flip Chart and Markers

## **Instructions for Trainers**

- Ask the participants what ground rules can the group adopts so that each person feels comfortable in bringing up issues, and honestly participates in the discussions.
- Ask the participants to do some brain storming and speak whatever comes to their mind. List their suggestions on the chart.
- Once the group has reached the consensus on a list of operating principles, write the principles on chart and put it somewhere in the room where every one can see it in all times.
- Once they all agree on the suggestions, write those on a chart and hang in the room where they can all see it.
- End the session with a question that what should we do if someone breaks these rules?





# Gender Awareness

## Objective

- To help Participants understand the difference between gender and sex

## Methodology

Facilitated discussion

## Material

Charts and Markers

## Time

One hour

## Instructions for Trainers

- Ask the group to brainstorm on commonly thought of characteristics of boys and girls
- Swap the headings of the lists so that everything that was under “Boys” is now under “girls”. Then go through each characteristic and see if it can be true under the new heading.
- Discuss which items on the list can apply to boys and which can only ever apply to girls. This is one simple way of looking at the difference between sex and gender- those items which can only ever apply to boys are an example of sex whereas those which can apply to both boys and girls are examples of gender.
- Explain that biological aspects that made girls and boys’ difference could be distinguished from socially defined characteristics of boys and girls. They learnt that many characteristics thought to be male or female are often social expectations and therefore each person learns these in a different way.



# Values Voting

This session will help the Participants to explore their values and also to start thinking positively about the values they possess.

## Objectives

- To engage the Participants in exploring their personal values

## Methodology

Facilitated Discussion

## Time

30 Minutes

## Material

None

## Instructions for Trainers

- Choose few statements from the facilitator resource.
- Tell the Participants that you want them to do some values voting. Briefly present the following directions:

I will read some controversial statements related to gender roles.  
If you accept the value of the statement I want you to step to the right,  
otherwise you will please step to the left.

- During this exercise ask the Participants to keep in mind the ground rules.
- Read the first statement and ask everyone to take a position
- Begin with the minority viewpoint and ask Participants to explain why they have chosen to stand where they are. Congratulate those willing to express a less popular opinion.
- End the discussion with these questions:
  - How easy was it to vote on these values?
  - Which statement was the hardest for you? Why?
  - How do you feel about people having different values?



## Facilitator Resource

### Values Voting

- Men are breadwinner's women are housekeepers and child careers
- Men are free and can be irresponsible
- Women of all ages have to suffer hardships and to make sacrifices
- A person who cries easily is weak
- A girl who looks at boy has a bad character
- Boys are more competent then girls
- Sexuality is a natural and healthy part of life
- Teenagers are too young to be good parents
- All children should be loved and cared for



# Exploring Gender Roles

## Objective

- To explore attitudes toward gender role behaviors
- To expand understanding of appropriate roles for both genders

## Methodology

Question answers and group work

## Material

Sheets and Markers

## Time

One Hour

## Instructions for Trainers

For clarity of this topic the trainer should ask the Participants to do these activities.

**Activity 1** Ask the Participants the following questions:

- What television show or movie portrays your gender in a way that you don't like? Why?
- If you could be other gender for one day, (male instead of female or female instead of male) what would you like to do and experience most?
- What is one thing you would not like to do or to experience of other gender and why?

**Activity 2** Divide the Participants in small groups.

Give each group a marker and a sheet.

Explain that each group's task is to brainstorm all the messages they personally have received (from parents, relatives, friends and teachers) about how to think and act as a member of their own gender. Give some examples: Boys may have grown up hearing the message, "Don't cry" "Play sports".

- Give time to Participants to list all the responses on the sheet.



- Reassemble the whole group.
- Ask Participants to come and share their points with the group.

At the end give the following points:

- These restricting messages create expectations in each one of us that limits our choices about how we present ourselves to others, which hobbies and careers we choose and which values we take on as our own. These images do not present a wide view of all the choices available to us. That is, girls and boys may grow up thinking there are only certain options available to them. Girls may think that they can be nurses but not doctors or that they must be thin and attractive to be successful. Boys may think that they should not be involved in child rearing as women or that they would be called a weakling if they show these emotions.
- The roles for both genders have been changing in recent years. For example, girls still hear many of the traditional messages, but they also learn that they should become superior women — be a mother, have a career, be assertive, and accommodating. Boys still hear that they should be tough and in charge, but they also learn that they must be sensitive and share in parenting roles. These conflicting messages can be very confusing.
- If we conform to rigid gender role messages, we confine ourselves and perpetuate this stereotype role that is restricting those around us as well.
- Gender roles exert a powerful influence over our development as human beings. Messages about being male or female influence how we see ourselves, whether we feel valued, how we experience our bodies and our capacity for relationships with others. At the same time, gender role messages extend even further to impact our personal goals and expectations: our academic, recreational, and career choices: and the extent of success we can achieve in almost every aspect of our lives.
- In this session, youth explore their attitudes about appropriate gender-role behavior. They identify specific gender role messages they have grown up with, and then critically evaluate them. These are not easy tasks. Society has created strong sanctions against breaking the rules. Young men tend to suffer more criticism and ridicule than young women when they cross-traditional gender role lines, but neither gender is exempted.



## Disclosure Session

Ask Participants to give you a feeling word or phrase to describe how they feel at this moment about the other gender. They may say things like: more hopeful, surprised, happy, disappointed, and confused. If you get a lot of negative words you know you still have work to do on this topic.

Ask Participants the following questions:

- What was good about this session?
- What was not good?
- What lesson learnt from this session?



# STIs, HIV/AIDS, HEPATITIS

## Objectives

- To learn the signs and symptoms of STIs/HIV/Hepatitis
- To learn how STIs/HIV/Hepatitis can be prevented

## Methodology

Group discussions followed by a plenary session.

## Material

Flip Charts and markers

## Time

2 hours

## Instructions for Trainers

- Divide the participants into three groups
- Give a sheet of paper and pen to each group
- Ask the groups to discuss what are the signs and symptoms of STIs/HIV/Hepatitis and how they can be prevented?
- Give each group one topic to discuss and come up with answers
- Tell the groups that they have 15 minutes
- At the end of 15 minutes, ask the groups to re assemble for presentations
- After presentations from the participants, share the following points with the participants regarding the STIs/HIV/Hepatitis.







- Through blade
- By having unprotected sexual intercourse with an infected person
- An infected mother can pass the virus on to her unborn child during birth

### **How AIDS does not spread?**

- Meeting generally, working together, school and living in same room
- Shaking hands and hugging
- Eating with a patient using the same utensils
- Using the same washroom
- Using the same bath or swimming pool
- Wearing same clothes
- Taking care of the patients
- Mosquitoes and other insects

### **Symptoms of AIDS**

HIV is a silent virus which slowly destroys the body's immune system. It could start with a common cold and then the patient is healthy for years. Then slowly and gradually he becomes a patient of AIDS. The majority of person infected with HIV do not know they have the virus and do not show any signs of the disease.

### **Some major symptoms of AIDS**

- Rapid weight loss of 10% or more
- Diarrhea and loss of appetite lasting more than a month
- Fever for more than a month

### **Some minor symptoms of AIDS**

- Continuous coughing
- Large red spots on body
- Swollen glands in the neck, armpits or groin

Anybody who is not getting well of any illness should go to a doctor and get AIDS test done.

### **Who are at risk of getting HIV/AIDS?**

- Persons who have unprotected sex
- Persons with many sex partners
- Persons who have had repeat infections of STIs



- Male and female prostitutes
- Persons who have sex with someone who is HIV positive
- Past or present users of needles to inject illicit drugs, eg. Cocaine

### **What happens when HIV enters the body?**

HIV is a silent virus which slowly destroys the body's immune system. The majority of person infected with HIV do not know they have the virus and do not show any signs of the disease. However, they can infect others. Persons who have been infected with HIV will eventually develop AIDS.

### **How can I know if I am infected with HIV?**

You have to take an HIV test to know if you are infected. This test should be done after proper pre test counseling. The test is done 3-6 weeks after someone suspects that they have been infected to look for HIV antibodies which would mean that the virus is present.

### **Can HIV/AIDS be prevented?**

Yes. HIV/AIDS can be prevented. Because there is no cure for AIDS, people must be very careful to change their sexual behavior. Here are some ways to help prevent the spread of AIDS.

- Abstain or delay sex
- Be faithful to one uninfected partner
- Use a latex condom every time you have sex (vaginal, anal, oral) with every partner
- Do not do drugs or share injection needles
- Do not have sex with prostitutes
- Seek early and complete treatments for STIs
- Get the facts of STIs and AIDS

### **What is Hepatitis B?**

Hepatitis B is a virus that is a hundred times more infectious than HIV. It is contracted through contact with infected blood or body fluids (semen, vagina secretions, and saliva).

#### **Symptoms**

Many people with hepatitis B have no symptoms, but others experience a general feeling of illness, fatigue, nausea, fever, dark urine, or jaundice. Even people with no symptoms may be carriers who can pass the disease to others. Only a blood test can determine



someone is infected. In addition to the symptoms described above, some people infected with hepatitis B develop chronic liver disease, including cirrhosis of the liver or liver cancer.

### **Diagnosis and treatment**

Diagnosis is through a blood test. There is no cure for hepatitis B, but there is a vaccine for prevention.

### **Hepatitis C**

It is infected by contaminated intravenous needles used for drugs and can also be transmitted through sexual contact when small amounts of blood pass from one person to another.

### *Symptoms*

Unlike hepatitis A and B, which often produce symptoms such as fatigue, fever or jaundice, hepatitis C usually produces no symptoms. People often have the infection for years without knowing it and find out when they recover from hepatitis C and become immune. Hepatitis C causes liver damage, including cirrhosis, a fatal disease.

### **Diagnosis and treatment**

Diagnosis is through a blood test. There is no cure, but there are treatments and attempt to slow the disease's attack on the liver.





## Psychosocial feature of STIs

In this section the facilitator has to make the Participants understand and be aware that persons with STIs are not bad people but are the same as us and still have purpose in society.

### Objective

- ◆ To explore attitudes and values in relation to STIs.

### Methodology

Facilitated and group discussion

### Time

One hour

### Material

Sheets, cards and markers

### Instructions for Trainers

- ◆ Write on each card in bold capital letters, strongly agree, strongly disagree, agree, disagree and not sure/confused.
- ◆ Mount the five cards in eye-catching places on different walls of the room.
- ◆ Invite the Participants to come into the center of the room.
- ◆ Tell the Participants that you are going to read some statements, (given in facilitators resource) one at time, and tell them to move to the position in the room which expresses their opinion about the statements.
- ◆ Read out the statements aloud. Let the Participants decide and ask them to go back to their seats
- ◆ You can ask the Participants why they hold that particular opinion.
- ◆ Discuss these issues in a larger group
  - What was their initial reaction to the statements?



- Did you think before choosing position?
- Was it easy to change your first opinion?
- How did you feel to speak out your views in front of other Participants?



## Facilitator Resource

### Some Statements

- ◆ People must be tested for HIV
- ◆ All those found to be HIV-positive must be isolated
- ◆ Prostitutes are responsible for the spread of HIV
- ◆ Sex education should be taught to all students
- ◆ Condoms should be freely available to everyone
- ◆ There should be some punishment for immoral or promiscuous behaviour and STIs
- ◆ Washing ones private parts everyday is sufficient to prevent an STI
- ◆ All sexual decisions have effect on consequences
- ◆ Sexual behaviour must be responsible and self-disciplined
- ◆ Sexual relationship should be based on mutual trust, honesty, commitment and respect.



# Communication

We have been communicating with others since our infancy; the process of transmitting information from an individual (or group) to another is a very complex process with many sources of potential error. It is critical to understand this process, understand and be aware of the potential sources of errors and constantly counteract these tendencies by making a conscientious effort to make sure there is a minimal loss of meaning in your conversation. Communication is usually taken for granted -- that is, until it breaks down. Why didn't my teacher get my point? How can I get my guidance counselor to understand what I'm saying? Why does every discussion with my mom turn into an argument?

It is also very important to understand that a majoring of communication is non-verbal. This means that when we attribute meaning to what someone else is saying, the verbal part of the message actually means less than the non-verbal part. The non-verbal part includes such things as body language and tone.

This session attempts to provide knowledge and experiential understanding of the aims and desired outcomes of communicating effectively to groups.

## Objectives

- To increase Participants knowledge of essential components of effective communication
- To teach Participants the skills necessary for effective communication
- To make Participants understand of the barriers of effective communication

## Methodology

Facilitated discussion followed by group work.

## Time

2 hours

## Material

Flip charts; Markers; masking tape

## Instructions for Trainers

- Initiate the discussion with the questions. What is communication?
- Ask this question from the Participants one by one and write their answers on the board then share the following information.



“Communication is the clear and accurate sending and receiving of information, instructions, or requests, and providing useful feed back.”

### Types of Communication

- Verbal
- Non-Verbal

### What is the process of Communication?

- Sender conveys ideas or information to others
- Receiver hears or takes in information and provides feedback

### What is the sender’s Responsibilities?

- Communicate in appropriate ways
- Use verbal versus non-verbal means
- Convey information concisely and accurately
- Provide information at the right time
- Request feedback or verification

### What is the listener’s Responsibilities?

- Listen with concentration
- Take active part and listen passively
- Answer or respond to message
- Take action as a result of communication

### What are the Communication Styles?

There are 3 styles of communication

- Passive
- Aggressive
- Assertive

#### 1. What is passive Communication?

- Do not express your needs and desires
- Avoids conflict
- Non participatory
- What is said doesn’t match action
- Doesn’t want to be hurtful



## 2. What is aggressive Communication?

- Usually expresses anger
- Creates conflict
- Non-participatory
- Message usually has hidden agenda (i.e. control, dominance, vengeance)
- Is hurtful

## 3. What is assertive Communication?

- Needs and wants clearly defined
- Conveys respect for the listener
- Participatory
- Confident
- No hidden agenda - the message is what you hear

### *Activity/Exercise*

- Ask the Participants to sit in a circle, and whisper a simple message to the first person

*“Five people, three women, one man and one boy are planning to go to Murree. They will be carrying three red bags and two blue bags. They will stop at dado bus stand to get some drinking water”.*

- The first Participant will whisper the message to the next. The listener is not allowed to ask questions or get the message repeated. The message continues to go round until to the last person
- Ask the last person to tell the message to group. In all probability, the message will have changed.
- Ask the Participants the following questions:
  - What went wrong with the message?
  - What are the reasons of change in the message?
  - Would anyone like to share an example of such distortion of message from his or her own experience?

Following this activity divide the Participants into groups, ask them to discuss and write down the barriers of communication.

- Reassemble the group



- Each group makes presentation of the work done
- Invite questions from the Participants
- End the session with the following questions:
  - What was good about the session?
  - After this communication session how would you evaluate your own communication skills with others?
  - What do you really try to do in future while communicating with others?





# Relationships

Relationships are not just about whom you are going with or getting on with. They are about the interaction you have with people everyday. Your relationship might be close, supportive, and stressful or really not matter to you much. Here are some examples, family, your peers, TV, movie-character, school and your children. Young people long for personal relationship with the opposite sex and yet do not seem to know how to go about building them. Cultural attitudes have much to do with this. There is a fear of failure or of being turned away and the insecurity of not knowing how to act. In the end, when the sex drive is strong, the problem becomes complicated, leaving the girls or the boys uncertain of what to do about their sexual feelings.

Communication between the youth and the parent is not always easy to establish or maintain. The gap between generations can be narrowed through frank and open dialogue on meaningful issues.

## Objectives

- ◆ To identify qualities important for all relationships
- ◆ To increase Participants knowledge of developing successful relationship

## Methodology

Questions and answers session followed by discussion

## Material

Flip chart, sheets and markers

## Time

One Hour

## Instructions for Trainers

- ◆ Briefly inform the Participants about various relationships in most people's lives
- ◆ Ask the Participants what traits would they like to have in a relationship with a friend?



- ◆ What would they want to include in that relationship?
- ◆ What makes a good friend?
- ◆ List the Participants' response on the flip chart
- ◆ Briefly discuss the additional features for friendship
  - Self-esteem (be a friend to yourself first)
  - Availability (make yourself available)
  - Reciprocity (give and take)
  - Growth (encourages personal growth)
- ◆ Do some brainstorming on self-esteem issue





# Peer Pressure

Young people have entered a New World, where they must find who they are and begin to make their own life. There is an inner conflict between the drive for freedom and the need for dependence and security.

At the same time a need to be popular with others in their peer group is one of the problems faced by adolescents because of the basic need to feel accepted and recognized by others. At a time when they are becoming independent of their parents, it is natural to look to friends of both sexes for approval, love and affection.

## Objectives

- ◆ To inform Participants about the repercussions of any risky decision taken on account of peer pressure
- ◆ To develop the ability to say no to risk behaviour.

## Methodology

Discussion

## Material

Cards depicting different situations provided in facilitator resource

## Time

One Hour

## Instructions for Trainers

- ◆ Divide the Participants into small groups
- ◆ Give one card to each group
- ◆ Allow some time to the groups for discussing one of the situations outlined in the facilitator resource
- ◆ Request one or two group to present the role-play of the situation if possible
- ◆ Ask the Participants to give comments on each other cards.



# Facilitator Resource

## Situations for Consideration

1. Adil is a fresher at the local college. Today is his first day at college. As he enters the college few senior students surround him and force him to light and smoke a cigarette. Adil tries hard to refuse and to divert the attention of the seniors in a number of ways and eventually manages not to smoke the cigarette.
2. Sonia is walking home when Imran comes from behind her on a bicycle to offer her a lift. Sonia has to go a long distance. Imran has been making passes at her and Sonia is very confused and does not know how to handle the situation. After a brief conversation, Sonia decides to continue walking.
3. Sana and Shazia are close friends and share a room in the hostel. Sana often shares information about her close relationship with Sajid who is their classmate. She is fond of Sajid but is unable to decide how their relationship should progress and at what pace. Sajid is a very bright student and liked by a number of other girls. He has been pushing Sana very hard for physical relationship, of the kind girls at her age should not engage in. She is caught in a dilemma; on the one hand Sana likes Sajid but on the other she feels that it is not right to do as he says. Shazia counsels her saying that it is too early to enter into any physical relationship and that she should be able to say a clear no to Sajid and yet be very good friend with him.





## Relationship Skills

In this session the Participants will be acquainted with relationship skills.

### Objectives

- ◆ To increase Participants assertiveness skills.
- ◆ To understand the impact of different types of communication.

### Methodology

Facilitator discussion

### Material

None

### Time

One Hour

### Instructions for Trainers

- ◆ Tell the group you are going to begin by conducting an experiment
- ◆ Ask three Participants, one at a time, if you can borrow a pen, changing the style of your request each time
- ◆ Pay attention to your tone, voice and body language and use them to emphasize three different styles
  - i. Aggressive request (in a gruff tone of voice say something like, “give me your pen” “I don’t have a pen” and snatch pen out of his hand
  - ii. Passive request, look nervous and look down while saying same words
  - iii. Assertiveness looks the person in the eyes and smile. Then say frankly that can I have your pen?
- ◆ Ask the three Participants from whom you requested a pen to tell the rest of the group how they each felt about your request
- ◆ Explain to the group these three different ways people can communicate



- ◆ Which request was the aggressive one?
- ◆ What kind of results do you get with this type of request?
- ◆ Which request was the passive one?
- ◆ What kind of results do you get with this type of behaviour?
- ◆ Conclude the session with following questions;
  - How assertive you are?
  - What is one idea of skill that you will personally take away from this discussion?





# Decision Making

Young people, who feel good about themselves, have a clear understanding of their values. When they have clarified their goals in life, they are on the way to become good decision-makers. Responsible decision-making does not just happen. It is a process that must be learnt. Unfortunately, for a number of adolescents and teenagers decisions concerning sexual issues just happened. They do not examine choices or consequences and often end up making decisions, which are inconsistent with their values and goals.

## Objectives

- ◆ To increase awareness of making good decisions
- ◆ To equip the Participants with the skills required in examining alternatives and consequences in a given situation.

## Methodology

Question and answer sessions followed by group discussions

## Time

One Hour

## Material

Index cards, sheets, Markers

## Instructions for Trainers

- ◆ Ask the Participants to recall a decision they recently have made
- ◆ Possible decisions may include how to celebrate any festival
- ◆ How to spend summer vacations?
- ◆ What should I buy first?
- ◆ Ask them to write on their card
- ◆ Give the Participants a few minutes to decide. For example how they made the decisions and what factors influenced them. Consider the factor that is if other people were involved. Practical consideration fantasies, personal needs or goals will emerge



- ◆ Ask the Participants to rank these factors in order of importance
- ◆ After ranking divide the Participants into two or three groups. Ask them to share their decision making process for example two factors that were most important in making decisions. How the decision making process was similar or different from them. Feelings about how the decisions were made
- ◆ After 30 minutes reassemble and discuss
- ◆ Summarize briefly by explaining the desirable steps for responsible decision making provided in the facilitator resource.





## Facilitator Resource

### Decision Making

#### Define the problem

State exactly what the problem is or the situation around which a decision needs to be made.

#### Consider all the alternatives

List all the possible ways in which the problems can be resolved or possible decision that can be made. Information may need to be gathered in order to consider all the alternatives. You may wish to consult others to make sure that you have not overlooked any alternatives. During the discussion the trainer may add additional alternatives not considered by Participants in order to ensure a balanced discussion.

#### Consider the consequences of each alternative

List all possible outcomes, both positive and negative for each alternative or each course of action that could be taken. It is important to have corrected and full information on each point.

#### Consider personal and family values

These values include beliefs about how one should act or behave. The personal and family rules one lives by and believes are important. Most of our values come from the training we receive at home. Other values are derived from our friends and society. Consider if each alternative is consistent with your personal and family values. Our decision may affect people who are important to us such as parents and peers, etc.

#### Choose one alternative

After carefully considering each alternative choose the alternative that is most appropriate based on your knowledge, values, morals, religions upbringing present to future goals and the effect of the decisions on other important people in your life.

#### Implement the decision

Do what is necessary to have the decision carried out the way you want it to be.



# Conflict Management

Conflict exists in all parts of our lives. If you have to deal with other people, you will, sooner or later, have to deal with conflict. Conflict is not inherently bad. In fact, conflict simply stems from differing viewpoints. Since no two people view the world exactly the same way, disagreement is quite normal. In fact, anyone who agrees with you all of the time is probably telling you what you want to hear, not what he or she actually believes.

Conflict management means recognizing and addressing conflict so as to minimize disruptive behaviors while allowing honest disagreements, healthy debate and finding consensus when possible. To do this we must understand what conflict is, realize when it is present, and then use a suitable strategy to work through the problems. This session is designed to provide a foundation of knowledge about conflict and its management.

## Objectives

- To understand what is conflict and what are its indicators and causes
- To increase Participants awareness about conflict resolution techniques

## Methodology

Facilitated discussion and small group exercise

## Time

One hour

## Material

Sheets and markers

## Instructions for Trainers

Divide the Participants into small groups and give them one question each to write

- What is conflict?
- What are the conflict indicators?
- When does conflict become destructive?
- When does conflict become constructive?
- What are the techniques of conflict resolution?



Note down their answers and points of presentations from every group, check that these points have been covered

## Facilitator Resource

### **About conflict**

- Conflict is inevitable;
- Conflict develops because we are dealing with people's lives, jobs, children, pride, self-concept, ego and sense of mission or purpose;
- Early indicators of conflict can be recognized;
- There are strategies for resolution that are available and DO work;
- Although inevitable, conflict can be minimized, diverted and/or resolved.

### **Beginnings of conflict**

- Poor communication
- Seeking power
- Dissatisfaction with management
- Weak leadership
- Lack of candidness
- Change in leadership

### **Conflict indicators**

- Body language
- Disagreements, regardless of issue
- Withholding bad news
- Strong public statements
- Airing disagreements through media
- Conflicts in value system
- Desire for power
- Increasing lack of respect
- Open disagreement
- Lack of candor on budget or other sensitive issues
- Lack of clear goals
- No discussion of progress, failure relative to goals, failure to evaluate the superintendent fairly, thoroughly or at all.

### **Conflict is destructive when it**

- Takes attention away from other important activities
- Undermines morale or self-concept
- Polarizes people and groups, reducing cooperation
- Increases or sharpens difference
- Leads to irresponsible and harmful behavior, such as fighting, name-calling



### **Conflict is constructive when it**

- Results in clarification of important problems and issues
- Results in solutions to problems
- Involves people in resolving issues important to them
- Causes authentic communication
- Helps release emotion, anxiety, and stress
- Builds cooperation among people through learning more about each other; joining in resolving the conflict
- Helps individuals develop understanding and skills

### **Techniques for resolving conflict**

- Meet conflict head on
- Set goals
- Plan for and communicate frequently
- Be honest about concerns
- Agree to disagree - understand healthy disagreement would lead to better decisions
- Get individual ego out of management
- Let your team create - people will support what they helped to create
- Discuss differences in values openly
- Continually stress the importance of following policy
- Communicate honestly - avoid playing "gotcha" type games
- As you talk, ask for feedback. Do not "attack" the other person with accusations.
- Try to listen to each other with open minds
- Be sure to respect each other's opinions
- Take a few minutes to recycle the other person's opinions in your mind
- Try to determine why the other person felt the way they did
- Avoid "finger-pointing"
- Try to work out a compromise that pleases both of you





# Teamwork

The purpose of this session is to show the Participants how to create a strong and effective team. The session offers strategies to Participants for analyzing and facilitating team development. To work effectively in teams, the Participants needs to understand what advantages are offered by teamwork, how his or her goals can be served by a group effort, and what kind of role within the team is likely to be comfortable.

## Objectives

- To make Participants understand what is team and team building
- To create awareness in Participants about the stages of team development and its importance

## Methodology

Facilitated discussion and group work.

## Time

One hour

## Material

Sheets; Markers; masking tape and copy for exercise

## Instructions for Trainers

- Ask the Participants what do they understand by team?
- Write the answers on the sheet. Then describe team:  
“A team is a group of people working together towards a common goal.”  
“A team is group of people working in a coordinated and interdependent manner”
- Tell the Participants that you are going to give them individual exercise and they have to complete it individually without consulting any other Participant
- Distribute the following handout to all the Participants.

“Visualize that you are on around the world sailing expedition when in the middle of the Pacific Ocean your ship strikes an ice berg and is soon going to drown. You have no



ideas of your exact location. You have twenty minutes to get into a lifeboat. You can carry with you only 10 items. From the list of items available choose any 10 that you would like to carry with you in the lifeboat.”





## Facilitator Resource

### Reader's digest

1. One packet rice
2. Packet of candles
3. Alarm clock
4. Tin opener
5. Sun tan lotion
6. Paper cutter
7. Roll of aluminum foil
8. World map
9. Iron hook
10. Packet of magnesium sulphate
11. Mosquito repellent
12. Pair of scissors
13. Box of matches
14. Compass
15. 5 feet wooden pole
16. Binoculars
17. Whistle
18. Shark repellent
19. Packet of salt
20. Five liters of water



21. Torch

22. Sun glasses

23. Sauce pan

24. One liter kerosene oil

25. 10 tablets anti malarial

26. 1 tin of cheese

27. 5 meters of canvas cloth

- Divide the Participants into small groups. Ask them to discuss and make a decision by consensus.
- Invite Participants for presentation of the consensus reached by the group
- Ask them the following questions:
  1. How did you feel participating in this exercise?
  2. How comfortable did you feel being a part of the team?
  3. What are the things that you would like to change with in the team?
  4. What has been your learning?
  5. How could you have made the teamwork more effective

***After the group work ask each Participant why they want to work as a team?***

**After their answers give following information**

There are a number of good reasons for assigning tasks to teams rather than individuals. Among them are

### **Distributing the workload**

Sometimes a task is too big for a single individual to handle in the time allotted. Particularly if the task is *divisible*, it can be parceled out to team members who can work concurrently (in parallel) on each part.



### **Reinforcing individual capabilities**

Sometimes the requirement of a task is too complex for a single individual to handle. Different team members contribute different knowledge and skills. In this case, the team is more than the sum of its parts – the team can do things that the individual working alone cannot.

### **Creating participation and involvement**

Sometimes the work assigned to a team could be done by a single individual – and maybe even very effectively by a single individual – but it is important to allow a number of different people to have a voice in what is being accomplished.

- Divide the Participants into groups and ask them to discuss within themselves the stages of development:
- After this activity each group will present its work.
- Jot down the answers and then elucidate more from the following information.

### **Becoming acquainted and organized**

Your team has just been formed and you are learning more about the project and your fellow team members.

### **Clarifying project needs and goals**

You have met with your team members, and now need to meet with clients and/or supervisors to determine needs for the project

### **Determining/diagnosing solution methods**

Your team has decided what needs to be accomplished. At this stage, the team is looking for candidate solutions and deciding which one to implement.

### **Implementing the project**

Your team has settled on a design solution and is in the process of executing the design plan and evaluating the solution.

## **Population and Environment**



As the population is growing by the day, the demand on environment is also increasing. If population is not controlled appropriately then the environment will vastly be damaged and destroyed. The Environment crisis is evidence of our failure to educate people about the significance of earth and human life. Balanced population and protection of environment are the two issues which is to be given priority. Both these affects the economic development and human welfare of a country in general and its people in particular. The object of this session to is to increase the awareness among the Participant about the problems of increasing population and bring a change in the attitudes and behaviour of people about this problem.

### **Objective**

- To increase Participants awareness about the problem of population and environment
- To explore new opinions on population and environment

### **Methodology**

Group discussion and group work

### **Material**

Paper; Marker

### **Instructions for Trainers**

- Start the session with question
- What is the effect of rapid increase in population?
- Ask this question from each Participant. Write their answers on board and then pass on the following information

### **Problems created due to increase in population**

- Our agriculture land is very limited. It can fulfill the needs of a limited number of people only
- Only a limited number of people can be provided fully nourished food
- The increasing acquisition of land (for agriculture purpose) is the main cause for destruction of forests



- It is a difficult task to provide residential facilities to rapidly increasing population
- The water becomes polluted where people live beyond capacity
- Polluted drinking water is the main basis of diseases and illnesses. This causes increased deaths of newborns and infants
- Migration from rural areas to urban areas creates negative impact on the development of an region
- Due to increase in population there is always a rush in hospitals, railway stations, bus stands and markets
- Public is deprived of basic facilities and services due to this problem

### **Responsible parents**

**Ask the Participants what is a responsible behaviour of parents?**

- Write answers on paper; then tell them the responsible attitudes of the parents
- Responsible parents always plan for their families
- They provide proper diet, clothes and place to live for their children
- They give them proper education
- They try to raise their standard of living
- These parents decide to have their first child after organizing all necessary needs
- They (father and mother) jointly decide about the size of their family
- They know that only a small family can look after the children in a better way
- They give equal love and affection to both boys and girls in all discipline of life
- This mind-set provides security and a better chance of growth to children
- Responsible parents solve their children's problem by discussing with them



## Pollution

### Objective

- To increase Participants awareness about the causes of pollution

### Methodology

Group discussion and group work

### Time

One hour

### Material

Paper; Marker

### Instructions for Trainers

Divide the Participants in small group. Give each group a question from the following:

- What are the causes of soil pollution in our country?
- What are the causes of water pollution in our country?
- What are the causes of air pollution in our country?
- What are the causes of noise (noise of sound) pollution in our country?

Invite Participants to give outcome of their discussion

With the help of training material highlight the answers of the Participants



## Facilitator Resource

### Pollution

Pollution means presence of such polluted thing in the environment which is harmful for humans and other living objects.

Pollution of various kinds/nature that affects health is:

- Soil pollution
- Water pollution
- Air pollution
- Noise pollution

These pollutions can be minimized by the social awareness

#### Soil pollution

- In Pakistan one of the main reason of pollution is increase in population and absence of cleanliness
- The drainage of polluted water from the factories is the cause of soil pollution
- Use of pesticides for protecting the crops is also a cause of soil pollution
- Throwing filth in open places makes the soil polluted
- Awareness can prevent soil pollution
- Soil pollution at the current pace definitely affects the people

#### Water pollution

- Water is a must for human life. Polluted water especially drinking water and water used for cooking food can not only cause illness but death also
- Generally clean water is unavailable in rural areas. In large cities and in slums also, clean water for drinking is not available



- Common man gets water from lakes, Wells and hand pumps which are dirty. The available water from the places is not clean and full of germs
- Water used for bathing, washing cloths bathing animals also spread the germs
- When this kind of water is used for drinking or cooking germs enter the human body. Always get drinking water from a clean place like proper taps or hand pump
- When it is clear that water is dirty boil it in a clean utensil
- Polluted water from factories should not be thrown in the lakes on rivers

### **Air pollution**

- Air pollution is a common phenomenon
- Factories, increasing population, increase use of chemicals and radiation is the main cause of air pollution
- Air pollution is also caused by those factories that emit smoke from chimneys
- Un useable waste from factories is thrown around on the grounds
- Petrol and diesel transports also produce pollution
- Resultantly people get asthma
- To stop this it is necessary for factories to have long chimneys
- Increase in population lead to increase in industrial activities due to which air is polluted and high quantity of Carbon Dioxide is found in the air
- To keep a balance in environment it is important to preserve forests and increase tree plantation

### **Noise pollution**

- Too much noise has negative impact on health of people
- This lessens working capability
- It causes severe headache and mental illness



- It is necessary for large industries to use silencers or other equipments to control and decrease noise
- Noise from vehicles and other transport should be controlled
- The use of loudspeaker should be limited
- A social awareness must be created to control the increasing use of loud music