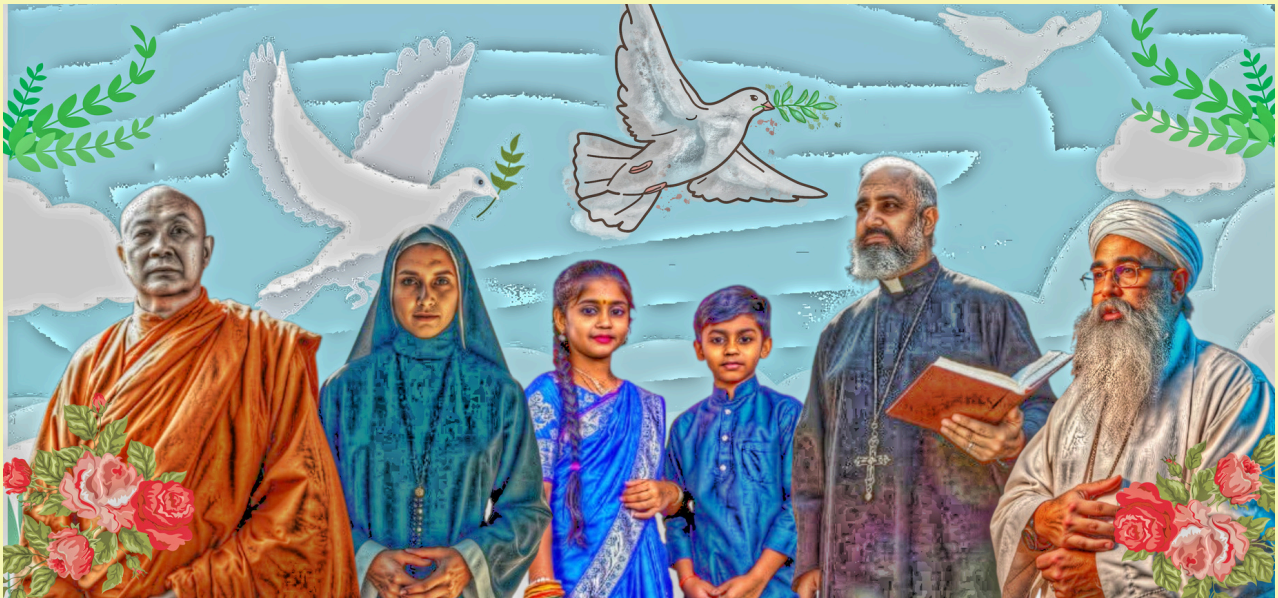


THE PEACE WORK BOOK

FOR AGES 14 - 35



LAKE VIEW LEARNING & DEVELOPMENT CENTRE
&
DR. MGR-JANAKI COLLEGE OF ARTS & SCIENCE FOR WOMEN

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Message from IEP Ambassador Team



"The Institute for Economics and Peace defines Positive Peace as the attitudes, institutions, and structures that create and maintain peaceful societies. Through statistical analysis, IEP created the eight Pillars of Positive Peace - the factors that prove the strongest correlation to high peace and resilient environments.



High levels of Positive Peace in a community signify that everyone is working together, feels safe, and is able to flourish in all aspects of life. The activities in this book contribute to strengthening the eight pillars of peace in your community, for example:

Activity	How does it support Positive Peace?
Peace March	This activity can be linked to the pillar of Well-functioning Government, as it encourages community participation and public dialogue, fostering social order and unity. Additionally, it supports High Levels of Human Capital, as it promotes critical thinking and civic engagement among participants.
Music & Resonating with Music	This activity resonates with Good Relations with Neighbors, as music can serve as a universal language that transcends boundaries and fosters harmony. It also touches on Acceptance of the Rights of Others, by encouraging respect for different cultural expressions.
Drama & Theatre	This relates to Free Flow of Information, as it promotes open communication and sharing of ideas through storytelling. It also aligns with Good Relations with Neighbors, encouraging empathy and cooperation through the dramatization of real-life situations.

<p>Media Reports on Abuse</p>	<p>This activity supports Low Levels of Corruption, as it raises awareness about the negative effects of abuse and unethical behavior. It also aligns with Free Flow of Information, promoting critical consumption of media and ethical reporting.</p>
<p>Assertive – Seeking Inclusion</p>	<p>This activity connects with Acceptance of the Rights of Others, as it teaches assertiveness while respecting others' boundaries. It also promotes Good Relations with Neighbors, by encouraging positive communication and conflict resolution.</p>
<p>Positive Statements</p>	<p>This aligns with High Levels of Human Capital, as it nurtures emotional intelligence and communication skills, which are essential for personal and professional growth. It also ties into Good Relations with Neighbors, fostering a positive social environment.</p>
<p>Listening Skills</p>	<p>This supports Good Relations with Neighbors, as it emphasizes the importance of effective communication and understanding. Additionally, it fosters High Levels of Human Capital, as listening is a critical skill in both personal and professional contexts.</p>
<p>Culture Sensitivity</p>	<p>This activity connects directly with Acceptance of the Rights of Others, as it teaches respect and tolerance for cultural differences. It also relates to Good Relations with Neighbors, as it promotes peaceful coexistence in diverse communities.</p>

Ask for Help	This aligns with High Levels of Human Capital, by encouraging individuals to seek support when needed, which contributes to their personal development. It also touches on Good Relations with Neighbors, fostering a supportive community culture.
Leave a Trail	This activity relates to Well-functioning Government, as it emphasizes personal responsibility and safety, ensuring individuals are accountable for their actions. It also connects to Low Levels of Corruption, by promoting transparency and trust within communities.

Warm regards,
Rebecca Pursche

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Economics & Peace | Vision of Humanity

Message from RAGFP Chair 2024-25



In a rapidly evolving world where challenges often outpace solutions, fostering a culture of peace is an urgent and indispensable priority. It is through the deliberate efforts of individuals and communities that we can cultivate harmony, understanding, and shared progress. The Peace Book provides a practical framework for this mission, offering tools that empower us to build peace in our daily lives and interactions.

As Chair of the Rotary Action Group for Peace, I have seen firsthand the profound impact of peacebuilding initiatives in transforming lives and communities. Peace is not merely the cessation of conflict but the proactive creation of environments where justice, equity, and mutual respect thrive. This workbook aligns with these ideals, bridging the gap between aspiration and action through activities that

encourage critical thinking, collaboration, and empathy.

One of the most remarkable aspects of this guide is its focus on youth as catalysts for change. Today's young leaders hold the potential to shape a world where diversity is celebrated, disputes are resolved constructively, and unity prevails. By equipping individuals with skills in non-violent communication, teamwork, and cultural sensitivity, The Peace Book nurtures the mindset necessary for creating lasting peace.

Rotary and Rotaract clubs worldwide embody these principles, championing peace through dialogue, education, and community engagement. This workbook, enriched with time-tested activities, serves as a valuable resource for all who are committed to making peace a lived reality. It not only fosters individual growth but also strengthens the collective resolve to address pressing global issues like inequality, violence, and environmental challenges.

The exercises detailed here are more than activities—they are pathways to transformation. Whether organizing a peace march, engaging in collaborative art forms like music and drama, or promoting assertive communication, each activity empowers participants to approach conflicts with compassion and creativity. The inclusion of practical tools for documentation and follow-up ensures that these efforts are sustainable and measurable.

As you embark on this journey through The Peace Book, I encourage you to embrace its activities with an open mind and a hopeful heart. Let this be a starting point for personal reflection, community involvement, and global impact. Together, we can turn the vision of peace into a shared reality—one conversation, one action, and one relationship at a time.

In unity and hope,
DGN Grace Van Zyl

Rotary Action Group for Peace Chair 2024-2025

Message from District Governor RID 3192



Dear Rotarians and Friends,

I bring you greetings of peace from our Rotary family to families, communities, and nations around the world. Bengaluru, known for its diverse culture, thriving IT sector, beautiful gardens, and rich music scene, has always been a center for progress. It is with great pride that Rotary District 3192 introduces the Peace Work Book, a symbol of our commitment to building peace at all levels.

Peace is essential for growth, investment, and, most importantly, for creating a world where children can grow up in a safe and peaceful environment. Like Rotary International, we believe that maintaining peace is not just a goal—it is a shared responsibility. But who will drive this change? The answer is all of us—Rotarians, universities, and educational institutions.

I am pleased to recognize the efforts of Dr. MGR Janaki College, a leading women's college, for taking the lead in this initiative. Under the guidance of Dr. Kumar Rajendran, District 3234 Rotaract Chair, and with the support of Rtn. Vasanthi Ranganathan, Rotary Peace Activator, this book has been created to inspire young minds to engage in peace-building activities.

We are excited to launch this Peace Work Book at the South Asia Peace Meet on March 22nd and 23rd, 2025. This event will be a great opportunity to spread our message of peace and take meaningful steps toward a more peaceful world.

Let us all be champions of peace and inspire future generations to follow in our footsteps.

Rtn. Mahadev Prasad

District Governor RID 3192

Message from Past District Governor RID 3192



As I understand, Peace is a state of being where there is harmony, accord, tolerance and creation of an orderly, just and fair society. Hence any attempt in bringing about social justice to any section of the society deprived of such a just and fair dispensation could be recognized as a peace building effort in the broader perspective.

The Peace Workbook is a unique blend of the wisdom of the ages and the means to overcome the challenges of the modern times. The Book advocates and promotes the fact that peace is an attainable goal through music, dance, theatre and several practical strategies and activities. The primary objective very appropriate in the present times is to promote the overall wellbeing of individuals through mutual cooperation and coexistence, as peace not just the absence of war. The

Peace Book comes as a breath of fresh air for us individuals living in a world fraught with violence and intolerance in every sphere of life.

The ten activities presented in the Book ,under various headings are graded and well structured ,with adequate instructions, guidance and training aids and this makes it extremely interesting and encouraging.

May your services to mankind increase manifold and serve the greater cause of humanity in the years to come.

H Rajendra Rai

Past District Governor

Rotary International District 3192

Bangalore

Foreword



In a world marked by conflict, division, and unrest, the pursuit of peace remains our most noble and urgent goal. Peace is not merely the absence of war; it is the presence of justice, equality, and understanding. The path to peace is built on dialogue, compassion, and a shared commitment to resolving differences through constructive, non-violent means. It is this belief in the power of peacebuilding that inspired me to write *The Peace Book*, which provides ten practical activities that can be implemented by individuals, communities, and organizations to promote peace and manage conflict effectively. As Chairman of Dr. MGR Janaki College for Women and a human rights activist, I have witnessed firsthand the transformative potential of peace initiatives in fostering harmony within communities. Moreover, as the District Rotaract Chair of RID 3234, I am continuously inspired by the role that Rotary and Rotaract play in advancing

the cause of peace. Rotary International's commitment to peacebuilding is evident through its global initiatives, including the promotion of peace fellowships, youth exchanges, and dialogue among nations. Rotaract, with its vast network of young and dynamic leaders, holds the torch of peace high, with members passionately engaging in projects that resolve conflicts and build understanding across cultural and social divides.

Youth play a critical role in this endeavor. Today's generation is more interconnected and aware than ever before. Young people are not just the leaders of tomorrow; they are the architects of the future, and their energy, creativity, and optimism can drive the peace process forward. Through education, community engagement, and social activism, youth can become catalysts for change, addressing issues of violence, discrimination, and inequality at their roots.

The Peace Book serves as a guide for those who wish to contribute to this vital cause. Whether in classrooms, community centers, or Rotary and Rotaract clubs, the activities outlined in this book are designed to be accessible and impactful. They

foster the skills of empathy, negotiation, and cooperation, helping individuals understand that peace is not something to be imposed from above, but built from the ground up—one conversation, one action, one relationship at a time.

At a time when wars continue to ravage parts of the world and societal tensions run high, it is imperative that we come together to find solutions. Nations must set aside their differences, prioritize diplomacy, and work collaboratively to ensure a peaceful future for all. The world's problems—whether they be war, poverty, or climate change—can only be solved through unity, not division. It is time for the world to recognize that peace is not an option; it is a necessity.

Rotary and Rotaract, along with every individual who believes in the power of peace, can contribute to this global movement. With the right tools, dedication, and shared purpose, we can turn the tide against conflict and build a world where peace is not just an ideal, but a lived reality.

I invite you to explore the activities in The Peace Book, not only as exercises in peacebuilding but as steps toward creating a world where everyone can thrive in harmony. Together, we can build a future rooted in mutual respect, justice, and lasting peace.

Dr. Kumar Rajendran

Chairman, Dr. MGR Janaki College for Women

Human Rights Activist & District Rotaract Chair, RID 3234

Preface



I am very happy to pen activities to promote physical and mental well-being at the individual level, through peaceful living and coexistence with human and non-human stakeholders like trees, flora, fauna, land, water, sun, moon, stars and fire. If every individual has inner peace, and believe that they have to live with others, each one contribute as a community to world peace.

In the recent past communal clashes are many. Immigrants, refugees, people moving geographically with insufficient social skills, tolerance or ability to handle cross cultural aspects. Also within families and households division is plenty.

The activities are simple, and are of short duration. They can be offered in classrooms or outdoor spaces for ages 14 – 35. It is suggested that the activities are offered on a consistent basis at periodical intervals, to make changes

for the better, a habit for all communities.

Also when a few facilitators practise the same activity for many months, they will have gain expertise and are able to volunteer time or start entrepreneurial activities. I strongly believe that if these activities are offered in "After school support centers" in the community, help for mental health is readily available. Peace language, peace attitude activities repeated many times, will make it a habit with the target population. Let's make peace a habit

As a management consultant, Flicker to Flare Consultants pvt Ltd, I and my teams have worked with many organizations across India developing careers, enabling trade union and Human resources discussions, managing cross functional departments.

For productivity, for investments to happen, peace is a requirement. Let's be aware that investments be they from the same country or from abroad will not come to a strife torn space. Investments, productivity, GDP growth happen in peaceful spaces. Wealth addresses the poverty

industry. Peace welcomes investments in industries. Hence peace is a fundamental requirement. The focus is on ages 14-35 prime youth time when habits are formed, career exploration happens. In developing "Human Capital" a very important area of focus we shape young minds to create the world they want to belong to.

"Where the mind is without fear, let my country awake" said Rabindranath Tagore. One can walk without fear in spaces where there is no conflict, brutality or vandalism. **Can you and I create a space in our neighbourhood where all can walk without fear?**

Introducing the 1st abacus program in India in 1998, I worked with the community focusing on economic prosperity, the program was very successful in developing entrepreneurs locally at all levels, including influencers, marketing teams, vendors, administrators, instructors, many functionally highly skilled with no formal education.

I believe that entrepreneurial ventures thrive because clients and customers demand quality, entrepreneurs learn to give quality to make profits. If the way is paved for local people that particular neighbourhood will truly gain, since sustainability will happen. Local skills , can be developed for livelihood opportunities contributing meaningfully to "human capital" and productive engagement of people contributing to wealth creation

1. Local spaces are available, - halls in housing communities, unused rooms in homes, school and college classrooms after school, sometimes even shady trees.

2. Manned by local people on a shared basis to make services accessible, affordable and available.

3. It becomes less travel, early morning 6-8 am or late evening hours are also possible catering to those who work or otherwise occupied in the regular hours

4. Using local resources and contextual narratives bring home the message that peace is a requirement in any space, any culture. It is not a

war, far away from home which we need not bother about.

5.This will also enhance the learning, create ownership, help people engage in business and immediate application that is sustainable.

6.It will be a local initiative in a global context

7.Human capital is an important positive peace pillar.

a.All skill levels need to be developed from high labor oriented to desk jobs

b.Value of the individual maintained with human dignity.

c.Economic benefits gives dignity and addresses the poverty.

Paul Harris started Rotary, in 1905 with 3 of his friends from other vocations, wanting to build camaraderie and inclusion. Vocational excellence, service, ethics are priorities in Rotary even today and will be. Rotary has grown to nurture the fundamental values, engages in 7 areas of focus, and most importantly peace.

Rotary offers scholarships and certificate programs for non-Rotarians world over. Rotary collaborates

with IEP to train activators. I am happy that I qualified as Rotary peace activator, Asia Cohort.

1. Can we be the voices of hope that can make magic happen in our spheres of influence?

2. Do we understand that we can create the divisions as well as the connections that make the world ?

3. What choice should we make ?

Associated with Rotary from 1983, I have attended, organised many virtual , hybrid and physical meetings in many districts with my mentor, Rtn. PDG Srinivasagobalan on my return from the US as a Rotary ambassadorial scholar. I now serve as a "Community of practice" host for Asia cohort, BEL/CED Cadre at Rotary International, evaluate applicants for peace fellowship, Mentor for RAGFP (Focus Peace Rotary Action group) India chapter and serve on the educational committee of RAGFP.

Serve as one of the 3 Technical coordinators for BEL, 23-26 for Rotary International, worldwide. Working with like- minded committed Rotarians from 58 countries in "Sun Never Sets in Rotary" SNSR program, led by PRIVP Celia Giay as advisor, we have built solid Rotary relations in all

the continents. 5th edition of SNSR is coming up on Feb 23rd 2025. SNSR has given all of us the experience of oneness that we can connect and resonate with each other wherever we are.

Qualifications in management & counselling from the US, PG degrees in English and teaching from India, academic qualifications helped me focus on reading, writing, listening as important for developing the right attitude and skills for careers. Well travelled in India and abroad, the extensive experience worldwide with youth, working on outcomes, metrics, teacher training, career exploration, career decisions, have helped in designing peace programs. It can be delivered to young people, 14-35 world over, through Rotary Clubs or interested teams. Hence this book.

Rtn. Vasanthi Rangarajan

Positive Peace Activator

Asia Cohort

HOW TO USE THIS BOOK

The activities are made available for anyone to access in a non editable format. You can download and adapt the activities to one's own culture, duration, traditions and language, focusing on creating citizens of the world. The activities are time tested and developmental in approach. On completion of the activity, the organising team can prepare a report for documenting.

Documentation helps us apply for grants, research, track progress, reorganize where required and sustain the learning. Also those who offer or participate will be come eligible for many youth programs and scholarships in the future years. You are welcome to send the reports to vasanthiranganathan@hotmail.com.

Format for Reporting

1. Name of contact –

2. Date : Duration :

3. No of beneficiaries

4. No of organisers present

5. Any peace volunteer involved (Peace fellows, IEP ambassadors, peace builders from the community)

6. Brief description of 50 words

7. Spend : sponsored by :

8. Whether covered in the news

9. Two photos

10. Is any follow up planned

11. Is it a part of a series of programs, if yes, explain.

Acknowledgements

We would like to express our heartfelt gratitude to all those who have contributed to the creation of this Peace Workbook.

Our sincere thanks to RI, IEP and RAGFP for their invaluable guidance and support throughout this journey. We are also deeply appreciative of SAIPC 2025 & Rotary International for providing the platform to make this Peace Workbook, possible.

A special mention goes to Rtn. Vasanthi Ranganathan for conceptualizing and penning the activities that form the core of this workbook. Her vision and creativity have been pivotal in shaping this resource.

We are grateful to Rtn. Dr. Kumar Rajendran for his unwavering support and encouragement.

We would also like to acknowledge Rtn. Dr. Ragitha Radhakrishnan for her meticulous editing, formatting, and for bringing the illustrations to life.

Our thanks go to Rtr. Kiranmala, Rtr. Aarthi, and Rtr. Jhanvi for their beautiful and meaningful illustrations that add depth and vibrancy to the workbook.

This collaboration has been a true example of teamwork and dedication, and we are grateful to all who have played a role in bringing this peace workbook to life.

Activity 1

Peace March

Problem statement

Outages of conflict amongst young and old are plenty. Two factors contribute, the feelings of inadequacy and the need to prove in one group, feelings of supremacy in the other group, with a need to prove its power.

Description

Activity done 3 times , once a week for over 3 weeks' time in the same neighborhood by the same team.

Participants

1. Think, prepare and write slogans
2. March around the institution with the slogans inviting others to join, creating awareness
3. March again with others in the neighbourhood joining the group, creating visibility.



Objectives

- To engage participants in creative thinking
- To facilitate team work
- To create awareness in the public and families in peace
- To encourage adults to think of peace
- To seek help where required

Training aids

- Chart paper
- Color pencils , dark paints, Scale
- Stapler
- Sticks to carry slogan cards
- The school band may be used if available

How

Phase 1

- Opening presentation – what is peace, not fight with friends, share, not hit the trees' while walking with mobile phones, not use abusive words. Generate more actions that cause them to steal, or get angry
- Participants sit in a group of 4 for 5.
- Each group given a theme – when I fight, I get angry, I hate
- Discuss for 5 mins and come up with 3 slogans as to why they should have peace
- Group 1 to Group 2, who select 1 slogan and write it in bold letters on the chart given to them, draw, color and make it look creative
- Pass it on to group 3, who carry the board and offer an explanation on what it meant. Group 1 contributes by saying why they wrote and group 2 as to why they chose this one
- 3 or 4 displays are about inviting everyone to join the march at a particular time on a particular date, the following week

Phase 2

- If you have a band or a singing group they march first
- Two students carry one slogan with a few marching behind them. We can have all the slogans carried high
- The students wait at intervals and may engage in explaining to those interested and are stopping by
- Teachers and older students volunteer to ensure that the students keep to one side of the road, do not obstruct traffic.

Phase 3

- Participants march again
- Families, alumni and neighbors may join
- They reassemble at the school or community at the end of the march to discuss the experience, how they may repeat the program or follow up
- Transferring the ownership for peace in the community happens now

Outcome

- Familiar with each other as an important stakeholder in peace
- Understand the need to develop peace in the minds of the young to help them live without conflict

Demonstrate unity in the same cause since it benefits every individual



Activity - 2

Music and resonating to music

Problem statement

Outside triggers trigger physical responses. While watching movies we find the experience and emotion flowing into one self. Our body resonates to music by moving or swaying, tapping the feet, clapping the hands and other body movements. When we listen to heavy music or music incorporating pain or soft music soothing the mind the body responds. If the music is accompanied by words that we understand or visuals those also have an impact. So choosing music to match moods is important

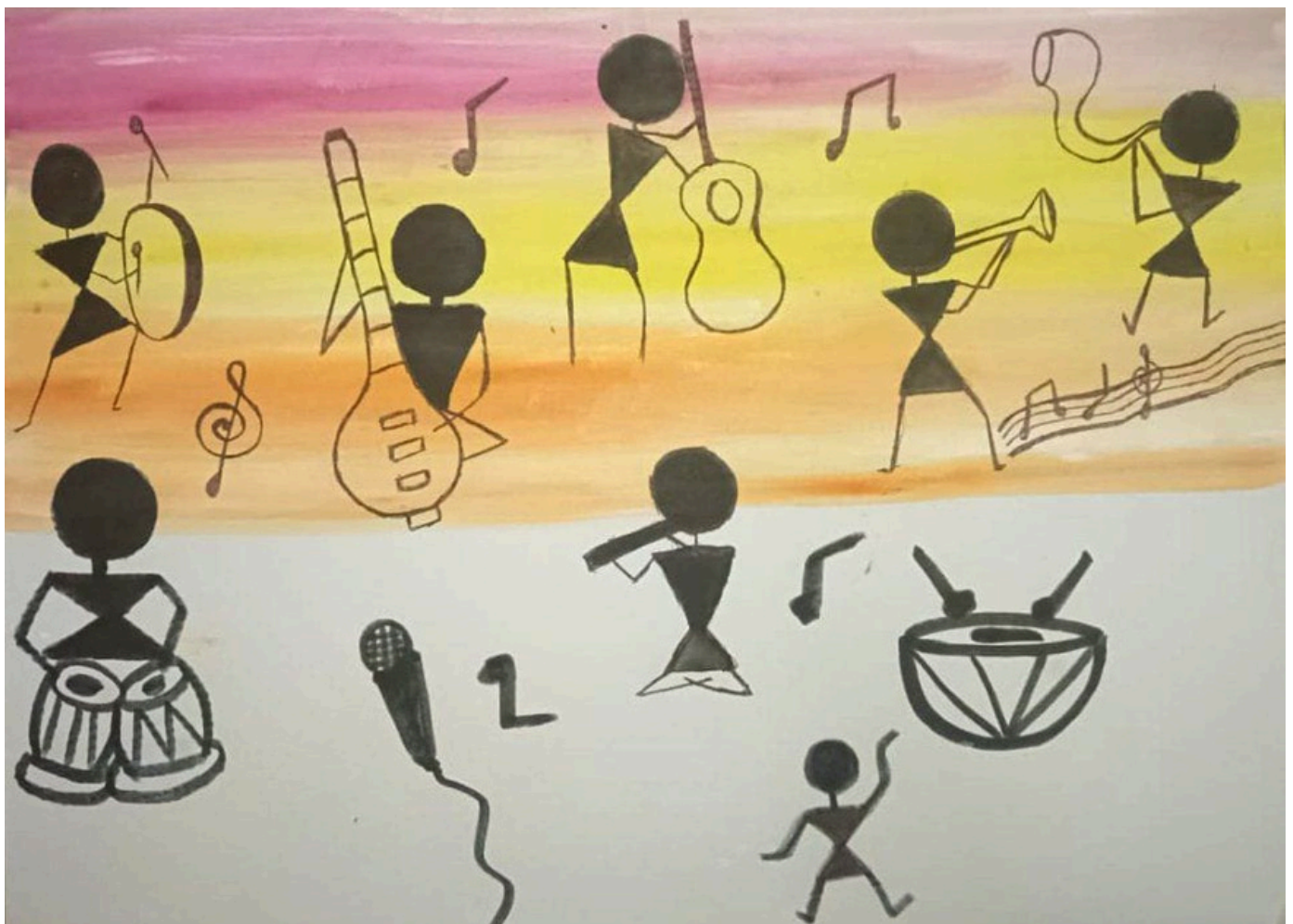
Description

Every culture has certain valid practices in music. Music in the morning is different from the one that is played in the evening. Songs at the wedding, at the funeral, lullabies, at the places of religious worship vary. Music has a purpose and is validated to be instrumental in helping with emotions

Duration – 45 mins

Objective

- To be able to discuss music, the raga or the tune
 - To discuss instruments
 - To understand Orchestra as team work that requires many hours of practice together – a big learning in practice for working together
- Training aids – Music , a hall for movements



How

- Put all participants on the floor
- Play fast and slow music, all kinds
- Have a few organizers stand in the front and demonstrate movement in synch with the changing melodies.
- Ensure participants follow without much inhibitions . we need to wait, allow some of them to join us in the front to demonstrate
- When their own group shows interest, others follow



Outcome

- Understand that outside triggers in emotions one is crucial
- May stay away from turbulence causing music
- May look for pleasant soothing music when depressed or angry.

Activity - 3

Drama & Theatre

Problem statement

All the world's a stage and all men and women merely players said William Shakespeare. Drama and theatre play a crucial role in life. Many cultures have many traditional drama forms, in southern India we have "Koothu" "Katha Kalakshebam" "VilluPattu" very often these are held in common spaces to convey stories and morals of many years

Description

Participants' discuss the many drama forms. They can also talk about how in real life some of their family and friends have a dramatic way of presenting information or narrating incidents of daily life. They may also discuss how vocabulary makes the same news reported in different print or visual media stress different aspects. Vocabulary, tonality, delivery patterns of verbal and non verbal language can add a lot of color and variations to facts



Duration – 60-90 mins

Objective

- To discuss how there is drama in every aspect of life
- How dramatic expressions influence others
- To develop the ability to look at facts tearing them away from emotion before taking action
- To practice non verbal language that is assertive and not aggressive or passive

Training aids

News paper clips of the same news or visual reports of the same news

How

Participants sit in groups of 4 or 5. They discuss drama forms in their own tradition or share story telling patterns , vocabulary of the various family members . how interested they were in listening to stories, or reading stories or looking at plays .



Outcome

- Understand the importance of story telling
- Stories as influencing strategies
- Developing stories around local men and women who are good in resolving fights amongst people in the community
- Most importantly how non verbal language, including posture, gestures contribute to the impact

Activity - 4

Media reports on abuse

Problem statement

Every moment in some corner of the world abuse gets reported. The gory details are shared along with a lot of blaming and shaming statements which create more anger and pain among the watching or reading public. Ratings are high. Movies are made, opinions are shared, sometimes the discussions cause a lot of havoc in political gatherings. Then it is dropped for taking up another incident, equally gory or sensational. People forget and many things that could have been done each in their own space get lost. The whole complaining, blaming and replay of abusive incidents start with much more vehemence again.

Description

Conflict has increased because of digital connect, individual intelligence which can use pornography, AI, robotics, information generation possibilities to blackmail, to kill, steal and create conflict.

Abuse has become a way of life. Often we look for abuse and violence as media news because they are interesting or because we have learnt to enjoy pain and participate subtly in causing pain.



Duration : 45-90 mins

Objective

- To learn how we participate in aggressive actions as an audience and hence media offers gory details
- To understand how mental health leads to abuse

To be aware of drugs, drinks and pervert friends challenge one to engage in abuse

·To understand the need to take some meaningful action to help protect us from abuse and causing abuse by even enjoying media reports



Training aids

Clips of media reports on instances of abuse at home, in the community and in the workplace

How

- Participants sit in groups of 4 or 5
- Each one has a media report to discuss
- They identify abusive practices by citing behaviors on the streets, in public transport, in secluded places, in homes
- They talk about how they must stay away from such practices that cause conflict and pain
- They discuss why watching some gory actions are harmful for their peace of mind and can cause a lot of trauma



Outcome

- To become aware of the various crimes related to digital literacy
- To know that perpetrators are forgotten, justice takes long and incidents occur again
- To know that many abusive occurrences are repeated by the same individuals in the same communities over many years – Honor killing, Religious killing, violence based on ideologies be they political or familial

Activity - 5

Assertive – seeking Inclusion

Problem statement

Many times when abused by power that one cannot control or afraid of, one often becomes aggressive and turns violent hitting back with a venom that has been nursed for many years. One may also become non assertive and succumb to pain which may result in suicidal tendencies or aggression in an underhand manner. Both responses are not appreciable. Learning to distinguish assertive, non assertive

Description

Use of Power has always resulted in aggression and stepping into someone right to even live or have a home or even have the freedom to move. Today when there is a whole lot of access to people of varied languages and cultures, the risk is even higher. It can be as simple as color, caste, physical strength, social status or physical beauty that is used to put others down. Many are

unable to speak up and say what they want or how they feel.

Duration – 60 mins

Objective

- To learn assertive, non- assertive and aggressive language
- To self -correct and learn to say anything in an assertive manner
- To ensure softer tones and friendly non -verbal language when speaking in an assertive manner



Training Aids

Make a copy of the Worksheet for every participant. Identify Aggressive , Non Assertive and assertive language

Here are just a few examples with a description of a situation and a response. Please state whether the response is Assertive (ASS) or Aggressive (AGG) or Non – Assertive (NA). There is space for you to write your answer in the right hand column.

Situation	Response	
You ask your husband / wife "what time will you be back?"	When you see me walk in	
A colleague agrees to help you with your job, but fails to do so.	I thought you were coming to help me what happened?	
A technician has asked for leave to visit a sick relative at a time when there is lot of work in the department	Don't think I am harsh but I do not think chief is going to like it. I am very sorry.	

<p>Your boss asks you to attend a meeting. You don't want to go because it's of no use to your department.</p>	<p>I am really busy with schedules. I am sorry sorry I won't be able to go</p>	
<p>A colleague praises the way you handled on awkward customer</p>	<p>That was nothing really Sharmila did all the work I came in the end.</p>	
<p>You got on a presentation given by another staff. You felt it was highly successful</p>	<p>I think that was a real good presentation. I liked the way you made the material interesting</p>	
<p>A colleague asks you for a lift home. It's inconvenient for you, as the drive will take you out of your way.</p>	<p>That work plan you produced is good. Can you help me straighten out my department plans.</p>	
<p>A colleague asks you for a lift home. It's inconvenient for you, as the drive will take you out of your way.</p>	<p>The drive will take me out of my way. I can drop drop you off at the nearest bus stop, if it helps.</p>	

When faced with any problem we can choose any of the three ways to deal with it.

1. FLIGHT - AGGRESSIVE
2. FLIGHT - NON – AGGRESSIVE
3. VERBAL OPTION - ASSERTIVE

The most appropriate and the least used way is “ASSERTIVENESS” the other two options result in conflicts and weak inter – personal relationship. There are a few things to be learned to put this into practise

1. Learn to agree to the truth.
2. Learn to agree with the principle
3. Learn to agree with the odds.

How

Each one completes the exercise sheet, pairs up, discusses and comes to an agreement on the right response. Then we call out the correct responses. Now participants gather in small groups of 4 or 5, to discuss and understand being assertive must become a habit

Outcome

- To understand aggressive, assertive & non assertive responses
- Learning to speak in an assertive manner
- Learning that being aggressive infringes on others' rights
- Learning that being non -assertive infringes on one own rights
- Learning that being assertive helps take care of ones rights as well as allow others to live their life

Activity - 6

Positive statements

Problem statement

Negative impact is always higher. Negative peace is often encouraged. And it is felt that is the solution is buying peace with money, gifts. It is required that positive statements be made to ensure that thinking is positive and is expressed well.

Description

Positive statements come from positive thinking. Negativity creates negative feelings and anger in those around. More than changing the inner thinking of an individual which is bound to take a lot of time, let's start with making positive statements

Duration : 60 mins

Objective

·To make statements in a positive manner

- To create dialogues and practice positive statements
- To have the participants write scripts on themes and act them out
 - . Road rage, someone tries to cross traffic lights
 - . Intergenerational conflicts
 - , Care giver and cared
 - . Parents and teen age kids
 - . Siblings fighting with each other
 - . Sudden death of a bread winner in the family
 - . Sickness of a mother who is holding fort
 - . Sickness of a child in the family
- Observers are also from the participants group . they give feedback
- Roles are changed and participants get repeated practice.
- To enable peer support when they are in the real world space to make positive

Training aids

A theme sheet. An observers check list with samples

- “Don't come late” as” Come on time”

·“Don’t carry the pot with one hand” as “Carry the pot with both hands ”

·Don’t sit, don’t Starts a lot of negative thinking leading to conflict. Generally people think others are finding fault with them. “Do” teaches a more acceptable behavior, which may impact the doer.

How

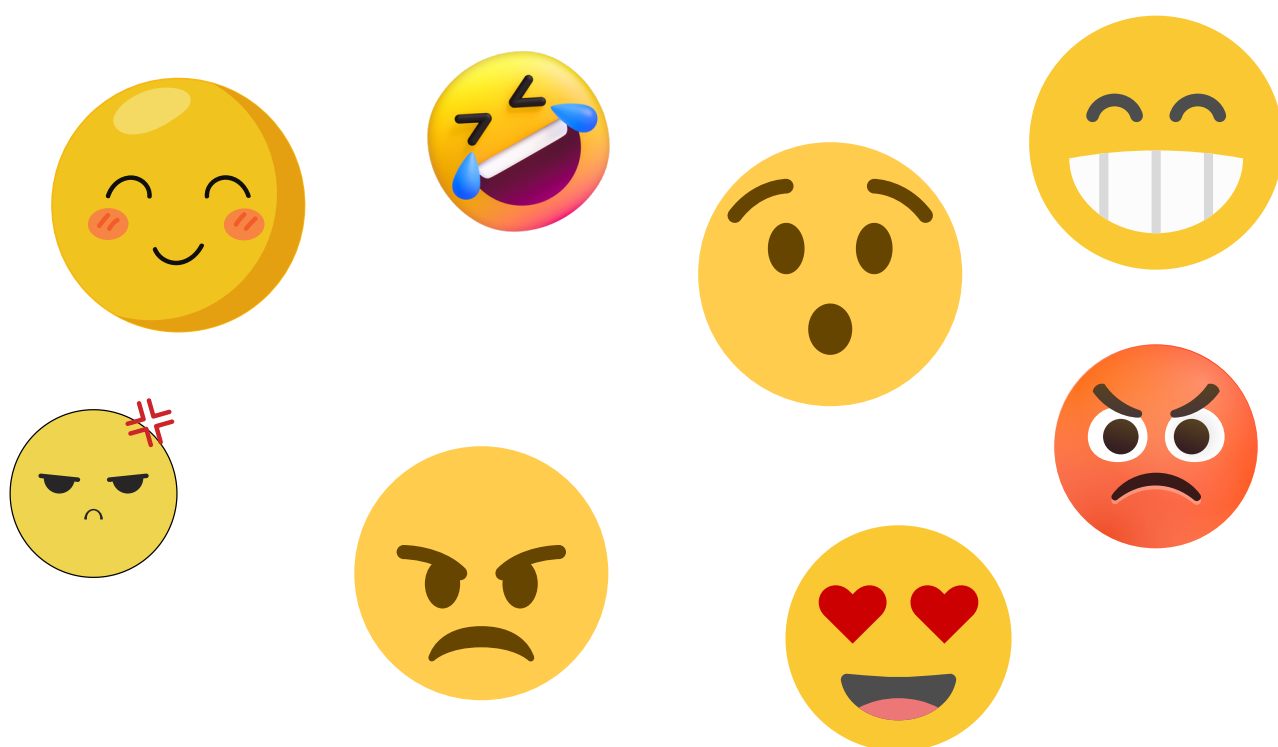
1. Form groups of 3 -5.
2. Each group gets a note
 - a. Father and son
 - b. Husband and wife
 - c. Manager and work man
 - d. Home maker and domestic servant
 - e. Care giver and child



- f. Mother and daughter
- g. Older sister and younger sister
- h. Political leader and elected officials under him
- i. Two business partners

Think of any two people with one advising or ordering the other. A few are suggested here. Each group constructs a scenario and enact a 3 mins skit. Observers from another team observe and correct all don't statements. As we proceed , people will become more aware of using do rather than don't statements.

If repeated many times with regrouping the results are bound to be interesting and transformative.



Outcome

- To stop using a number of don't statements
- To stop blaming with what not to do, when they have no idea of what to do
- To say things which are acceptable like do statements. Don't statements cannot teach what should be done, it can only talk about what should not be done.

Activity - 7

Listening skills

Problem statement

Speaking as a skill is taught in many ways, oratorical contests, public speaking, debates, listening is not. Though we all are aware that there is one mouth and two ears, we do more of speaking than listening. Maybe this comes out of a need of the individuals to share their ideas rather than listen to others. Even as we seek peace or go up the career ladder, listening becomes an important skill. Many issues or concerns between individuals can be sorted out, if we only listened.

Description

On many occasions everyone is speaking at once be it board meetings, or legislative houses, or family or streets fights. So nobody's gets heard. Voices are raised and sometimes there is violence. The activities may be repeated many times. Courses can be taught on listening like a few Universities in US and UK do.

Duration 45-60 mins

Objective

1. To have people remain silent for a whole day if possible, not even mobile phone, we may start with a few hours.
2. To have only one person talk at a time be they in large group meeting or talking as pairs
3. To learn to ask questions. Example, a presentation is made, questions are invited. In my opinion, questions may be about 8- 10 words. We have people commenting, giving their point of view for 3-4 mins.
4. To listen for answers and solutions. Its more like two lawyers in a court. While one is arguing , other is listening on how to counter rather than listening for understanding and solutions

Training aids

1. Reading material from literature, news papers, including subjects. It will train their listening abilities in academic performance as well

2. Video clips of news from various channels presenting the same information

Outcome

1. Listening capabilities will improve if practiced on a regular basis
2. For those who attend listening exercises, we may plan on tracking academic scores over a period of time.
3. Listening will help understand the other perspectives or the others, thereby contributing to improved human relations
4. We will have better discipline in group meetings when we will learn to pay attention to what others have to say.

How

Listening can be practiced in many ways.

- a. Reading a news item followed by questions which everyone should respond to, in writing. Questions will be initially on numbers and nouns. Two cars left for the airport, while the red car was driven by Vinay, the blue car was driven by

Ronald at a speed of 140 Kms per hour. Questions will be "how many cars, colors, speed of which car is mentioned." These are easy to get. With practice we start paying attention to nouns and numbers, then we may go to descriptors and opinions, perceptions.

b. Whispers and understanding of what was passed on

c. Watching a news item and writing a summary of 50 words. Comparing the summaries to identify what has been captured and left out or incorrectly mentioned.



Activity -8

Culture sensitive

Problem statement

Physical and Virtual movement across the globe is very high. While it was hoped that there will be more camaraderie, it appears that there is more conflict based on differences in religious practices, political , based on ethnicity or their own cultural norms, ideologies, food habits, dress patterns, living styles. Each thinks he/she has the right to live her way and all else should follow. We live in a world we need to coexist and no one factor can be the dominating factor. The connections that are made possible because of travel, work, tourism and virtualspaces, more divisions seem to occur

Description

Within the same geography governed by the laws of that country, a fairly sizeable population is enforcing their rules and separate laws, based on their ethnicity, foods and cultural norms to intrude on the laws of the land. There seems to be a

conflict between the existing population and incoming populations. These conflicts between incoming and existing groups are prevalent for ancient times. The English colonized North America, conflict with the natives, conflict between Tamils and the Sinhalese. Henry 8th and how a religious factor started a new group, the French revolution between the haves and have nots. Europe and other countries seem to be going through such conflicts today. It is a matter of concern that youth in educational institutions gang up, engage in conflicts and trigger violence

Duration – 45 min – 60 mins



Objective

- To focus on non violent protests
- To ensure that violence is not instigated in our educational space
- To ensure that no violence like breaking properties or hurting people, or setting fire to properties happen
- To ensure that no gangs are formed in alliance with political, religious or communal leadership
- To concentrate on meaningful education and equip oneself with the attitude and skills to face the world of work with a rewarding career.

Training aids

Media clips on violent protests in educational institutions , hospital incidents , interviews with those who lost their educational experience or were maimed for life because of violent participation. Flip charts, color pencils, markers, white or black boards, sitting space either on chairs with no tables or on the floor

Outcomes

1. To learn that Violence cannot be the answer



for dealing with differences in perceptions of right and wrong or religious beliefs

2. To look at possibilities of agreeing to disagree in order to continue education and pursue a meaningful career

3. To explore ways of demonstrating protest without affecting their educational practice

4. To be aware that the powers such as Law enforcement, management of educational institutions, powerful political and religious leaders may be controlling the mass murders, violence through others who are just scapegoats

5. To ensure that one in the fervor of youth and desire to be a hero does not engage in violence hurting others psycho-socially

6. To understand any act of violence not only upsets the eco system of the educational institution but also totally spoils the individual and his future
7. To focus on learning to influence their peers and cohorts in non-violent protests
8. To make non violent communication a habit
9. To lead non violent protests of inhuman practices
10. To know that what one wants to hide or that which makes you hang your head in shame is something that you donot want to do

How

Plan about 6 -12 sittings of one hour each for the same target group, with varying leaders and spokes persons. It will get everybody responsible to lead and also summarize others perceptions of peace

1. Make groups of 4 or 5
2. Watch a movie clip or read media reports on violence in the Educational institutions,
3. Discuss the consequences on individual lives and their families based on the violent incidents

and add to the list

a. Death can cause physical , social and psychological destruction of the families and extended families

b. Onlookers can carry the pain their entire life and develop psycho social disorders

c. Revenge may be contemplated for generation by the religious and political bodies brewing hate which can be expressed in many torturous hurting incidents.

4. The list is presented by each group

5. Regroup and now pick just one of the consequences of violence and discuss

a. Developmental strategy – what to do and what habits to cultivate to ensure it does not occur again

b. Remedial strategy – how can the victims and perpetrators helped to reorganize, since we will be continuing in the same space

c. Preventive – even as we see it in the seeds level can we prevent the actual of occurrence

All these are possible only in educational institutions where we have a mix of people from

varied backgrounds who will stay together and be instrumental in creating the world all of us will live in, or they are creating the future world. This is indeed a great opportunity to cultivate youth for non violent peaceful co -existence

Activity - 9

Ask for help

Problem statement

Men as per several research studies do not ask for help in many cultures. They are trained to be manly which very word means they cannot cry, they need to care of everything, including their women folk and also must be the bread winners. While women have back up from their families and cultural support, men asking for help are condemned. Sometimes women do not seek help for fear of someone taking advantage of their situation or family honor or fear of family or peers or workspace who are engaged in not very acceptable activities such as drug dealing , land encroachments, continuous rapes by gangs. The victims both men and women may resort to suicide or homicide or continue to suffer in silence

Description

Asking for help is difficult. Questions that arise

are who to trust , what to ask, am I really in trouble, will I be exposed, what will happen. Hence we should have a group that one can talk to or a place that one go to. Very often you find Hindus going to temples and Christians to churches for help. Some trading also happens in the form of prayers, visual art, letting go of pain through physical activities



Duration : Maybe 10-20 sessions of 60 mins duration each

Objective

1. To develop a strategy for building trusting relationships with family, friends or outside agencies
2. To train facilitators who can offer listening time and maybe some counseling services with a list of helpline numbers and names.
3. To learn to identify physical spaces where the abuse occurrences can happen
4. To work with the institutions and establish access to help with Government programs or individual helpline programs
5. To enroll responsible citizens in the same community to volunteer where required, could be lawyers, counselors, Doctors, teachers someone who is in the people related fields.

Training aids

A meeting space where people can regularly gather with a black board on which is written a theme which they can discuss for 30 mins and display posters, Case studies to be prepared based on actual incidents in the same institutions

or the neighborhood and how it was resolved

Outcome

1. To feel okay to ask for help
2. To learn that many go through this difficulty, its not peculiar to the one individual
3. To form study groups to examine how legally or historically these issues were addressed so we generate role models
4. To document information so fear of continuing the harassment can be stopped
5. To show support in a very assertive manner so the feel for the strength of the team can be experienced
6. To have people to whom one can talk
7. To display helpline information so someone can be reached , 24 hrs.



How

1. Form groups of 4 or 5
2. Discuss various topics
 - a. Why ask for help
 - b. Is help actually available
 - c. Who will help against such difficult people
 - d. Can I be helped
3. Take media reports – a doctor killed, lying naked after being raped many times while she was on duty, a father living in with his daughter with the mothers consent where both together threaten the girl, pornographic films made out of certain clips of photography by living in partner – discuss as third party on if it is right or wrong, how it makes people feel if exploited, who can help and how one can ask for help
4. Invite presentations by helpline staff sharing how they can help
5. Always ensure secrecy is maintained and those who trust you asking for help are actually helped.

Activity - 10

Leave a Trail

Problem statement

Hiding has become a habit. There are many things that we don't want others to know, specially our family, teachers and friends who believe that we are very important and also our well being. Very often the significant other of any individual does not know where one goes. You can say you are going to college or a friend's house and go elsewhere, you are untraceable.

One can engage in connect with older people, engage in sexual actions or pornography ending in financial commitments, blackmail, take risks and engage in criminal activities. Posting in social media, engaging in actions which makes one feel guilty or ashamed leading to difficulties for both the individual and the family, sometimes homicidal. These attract media exposure, and showcasing of such actions

Description

On a daily basis, police complaints are made by families about missing members of the family, both men, women, young and old. Media reports on unidentifiable bodies or identified bodies are also reported. How and why do people go missing ? Why do people engage in clandestine activities ? What experiences initiate such action ? Are these feelings transitory or will keep reoccurring ? Is there a solution ? Who initiates such solutions ? How do others who are friends and peers get dragged into these activities ? There are many questions rising out of such incidents. It is necessary that as a developmental strategy, everyone learns to leave a trail so they can be traced if and when found missing . Often general public is aware of the secret relationships or illegal activities and engagements of individuals while the family is ignorant till the actual occurrence. It is necessary that there is better and open relationship between youth and families like engaging in dialogues of building

trust that will give the youth the safety net they want to be able to share with family.



Duration 45-60 Mins, many activities may be held resulting in working with shame, guilt, victimized and modes of leaving a trail

Objective

1. To refrain from discussing family plans of tours while in public spaces like malls, public transport like metro, bus, trains, flights, share autos

To talk to someone in the family or in friends circles while travelling alone telling them the

- vehicle they are traveling in and expected time for reaching destination
- To keep someone among friends, family informed about where one is going and the person with whom they are going
- To learn emotional control when dealing with emotions that push one to engage in activities they feel guilty about
- To establish spaces where they can give vent to emotions that make them feel guilty and help such individuals to ask for help
- To teach them on strategies of leaving a trail
- To keep a diary of their friends so if some are misleading traceability is better
- To promote self help groups when peers can listen to feelings of pain and shame
- Anonymity and local help are both very important since many are not able to reach helplines.
- Educational institutions and organizations, including community spaces need to have places with boards where people can go for help

- Training aids : Newspaper or video clips or movie clips of missing people, untraced bodies.
- Outcome :
- To be aware of possibilities of leaving a trail of where one is at any time
- To build trust with a few people in the family or in friendship circles
- To work with their own feelings that propel them into activities which cause them shame and pain
- To seek help in the early stages when fear sets in
- To develop self -esteem that may help in overcoming peer pressures



How

- 4 activities are given here. Each one may be repeated many times with various combinations. Every new group that comes in needs this activity constantly. Also mind and emotion can change with new peers and new groups excessive trust is also difficult to handle. Very often those who are close to the individual are the perpetrators. Also there are many historical case studies where the victims are dependent on the perpetrators and are silently enjoying the pain as habit. It is a co dependency effect
- Divide into groups of 4 or 5 participants. Each group constructs a skit on the missing identities mental trauma, a few skits talk about the tragic end, a few skits on how they got out of the problem
- To engage in story telling of victims by imagining the various problems they went through followed by a discussion on how they felt helpless. This is followed by the group coming up with strategies that could have

- helped them get over guilt and shame and reorganize themselves. When one group presents, others list takeaways. At the end of the session the takeaways are listed on flip charts. The next few sessions are dedicated to practice of the takeaways. These are then periodically shared with new groups to enable a harvest of all the efforts made to work with guilt and shame

Perpetrators role : This is a very difficult role to play and imagine. We may organize poster contests of how people are violent because they are considered as heroes, cannot be defeated. What propels people to victimize others ? Can these be detected early and the perpetrator helped ? Many times we give reasons as to why someone did what they did. There can be no reasons for justifying immoral illegal unethical practices. A systems change is required in order to ensure that we work with the roots of such unacceptable behaviours. It is suggested that no accusations be made and no perpetrator

be exposed. This is keeping the youth in mind without risking them and their safety. This activity will result in curbing the continued activities of the perpetrators leading them to think of seeking help to reorganize their lives



the 1990s, the number of people in the UK who are employed in the public sector has increased from 10.2 million to 12.4 million, an increase of 22%. The public sector has become an important source of employment for women, with the number of women employed in the public sector increasing from 4.3 million in 1990 to 6.1 million in 2000. The increase in public sector employment has been particularly marked in the health and social care sectors, which have seen a steady increase in the number of people employed over the period.

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