# DAY 10: WellBeing

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*Guidelines for the trainers: The following section contains details about skill sets and teaching aids required to conduct the training session along with references for further reading.*

| **Required trainer skill set:**   * Understanding of Inclusive School System * Understanding of NESP III goals and Principles. | **Expected Outcomes:**  Create an environment in schools/classrooms where everyone feels accepted, confident, cared for and are concerned about each other’s well-being |
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| **Day** | **Sub-topic** | **Concepts** | **Pedagogy** | **Time** |
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| 10 | Competencies: Develop Self and Others, Communication (Verbal and Written), Influencing, Coordinating with Others | | | |
| Emotional Well being,  Social Well Being |  | Activity 1: Why is Perspective Talking Crucial in School/ Classroom? | 90 Mins |
| Break | 10 Mins |
| Activity 2: Positive Attitude towards Self and Others | 90 Mins |
| Lunch Break | 60 mins |
| Activity 3: Empathy | 90 Mins |
| Break | 10 Mins |
| Activity 4: Structured Reflection | 90 Mins |

| **Activity 1: Why is Perspective Talking Crucial in School/ Classroom?**  **Objective of the activity:** To understand others with whom one interacts as well as perceive varied situations at home, school, neighbourhood and in life.  **Resource Required:** Computer and Projector, Notebooks & Pens for Participants.  **Activity:**   * Think of any word (Like Religion, masjid, prayer, festival, Family, Friend etc). Share what comes to your mind immediately. How will you feel if someone shares something about it, which is very different from what you shared? What could be the reasons for this difference? Share your reflections.   **Procedures to conduct this activity:**   * Trainer will show the 1st Activity Questions on the whiteboard/Screen. Ask the Participants groups to discuss in their small group for 15 Minutes. * All participants will get 2 Minutes to share their understanding.   **Notes for Trainer:**   * Encourage every participant to talk and express themselves.   **Concluding Discussion: (Trainer will explain to the class)**  We all see things differently. How we perceive events, situations, verbal utterances, etc. depends on the individual's age, personal experiences, education, social, cultural and economic background. All these together develop patterns of thinking, acting, responding, approaching situations in a particular manner, which become our mental inclinations/preferences to approach people and situations. It is this tendency (or mental set) that provides a framework to understand others with whom one interacts as well as perceive varied situations at home, school, neighbourhood and in life.  Perspective taking is the ability/competence to see situations from another person’s point of view. It encourages us to listen and comprehend others’ point of view, recognise and understand others’ emotions, think of an alternate reality, visualise things from a new point of view, be empathetic, actively seek solutions in conflicting situations, work with compassion and with team spirit. In other words, perspective taking ability forms the base that helps an individual to be sensitive and caring, show respect and appreciate others thoughts, emotions, actions and circumstances. In school as well as in a classroom situation (including a virtual classroom), when both teachers and students transact with such a base on understanding and appreciating each other's perspective, it contributes to a healthy classroom and school environment. |
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| **Activity 2 : Positive Attitude towards Self and Others**  **Objective of the activity:** To facilitate to have a positive attitude towards own self and towards others  **Resource Required:** Computer and Projector, Notebooks & Pens for Participants.  **Activity Questions:**   * Write down the name of someone you think typically has a good attitude. What about them makes you think that? * When you think of the person with a bad attitude, what things or who does that person usually point to as the reason they are in a bad mood? * Do you think you can have a bad attitude one day and a good one the next? Why or why not? What influences that? * Do you have to have a bad attitude if things aren't going your way or do you think it’s possible to have a good attitude even when bad stuff is happening? Tell me why. * Are there things in your life you’d like to change to help you have a more positive attitude? * If negative stuff is happening to you, are there things you can do to keep your outlook positive? Name a few of them.   **Procedures to conduct this activity:**   * Trainer will show the Activity Questions on the whiteboard/Screen. Ask the Participants groups to discuss in their small group for 30 Minutes. * All groups will get 5 Minutes to share the summary of the discussion.   **Notes for Trainer:**   * Encourage every participant to talk and express themselves.   **Concluding Discussion: (Trainer will explain to the class)**  As one matures and moves towards adulthood, secondary stage learners begin to face the need to deal with everyday stressors, such as not being as beautiful/ handsome as their favourite person from the world of films/ sports, having doubts about being liked or disliked by peers, pressure to be accepted in the peer group and receive their appreciation, performing well in academics and not knowing how and what career pathways to explore for oneself, stress caused due to pressure from parents, family members and other significant people in their lives to do well in every aspect of life,peer pressure to take part in activities that are not approved by adults (particularly parents and teachers), etc. Besides dealing with these stressors, adolescent learners also have to face many conflicts with parents, family, peers and with their own selves. These stressors and conflicts create hurdles for the students in the secondary stage to engage optimally with learning and participate meaningfully in classroom transactions.  To ensure that adolescent students in the secondary stage are able to meaningfully engage in learning, it is important that they learn to deal effectively with the stressors, learn the skills for resolving conflicts with family, friends and with self, managing their emotions effectively, etc. In all this, having a positive attitude towards one’s self as well towards others is crucial.  To facilitate students in the secondary stage to have a positive attitude towards their own self and towards others, the teachers need to be optimistic and foster a positive attitude within themselves and towards others, including their students. Being a role model for the students, a teacher’s positive attitude plays a crucial role in developing the same in the students. There is a need for adequate display of care, concern, and respect not only for students but also for colleagues and other people working in the school environment as well as towards parents and family members of students. Sharing with the secondary stage students how they deal with their everyday stress and conflicts, their experiences as students during adolescence are some of the ways through which teachers can extend support and facilitate students. Also by displaying a positive attitude towards oneself and others (not only as a teacher in one’s professional life but also in interacting with others in their personal-social life) teachers can showcase to their students, both as a learner and in their interpersonal relations, the significance of this quality. Some of the qualities that highlightone’s positive attitude towards self and others are: feeling/seeing good in oneself and others, taking initiative and leading others, being cooperative, being compassionate, being sportive, etc.  As already mentioned, teachers need to be role models for their students' positive attitudes. Acceptance of oneself and holding unconditional positive regard for others are two important attitudes. Accepting self means being fine with the kind of person one is. However, this does not mean that we become blind to our weaknesses. It only means being realistic about expectations from self. We can strive for achievement and improvement and also be aware of our limits and accept them. As a teacher of adolescent students in the secondary stage it is important that we help the students see good in themselves, explore and identify their strengths and at the same time identify areas where they need to make efforts to improve, in all aspects of their life. Unconditional positive regard refers to accepting others as worthy individuals who have the potential to excel given the right kind of supporting environment. This supporting environment is realised when we refrain from judging people or their actions as either good or bad. |
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| **Activity 3:** Empathy  **Objective**: This exercise may be done in a training session to help Participants to be empathetic towards each other.  **Resource Required:** Computer and Projector, Notebooks & Pens for Participants.  **Activity:** You come to know that a student who used to perform well in studies and participate in many school activities. His goal is to become an eye doctor and help others. He is now not doing well in studies and not talking to his teachers and classmates like before. On enquiring you find out that the student is worried about the future as his family is not doing well financially and the student is under pressure to start earning at the earliest. His old father asked him to support in his store.   * What is your feeling for this student and why? * What would you suggest the student do? * If you were in the student’s situation what would you do? * Suggest a few strategies to the education department regarding supporting students to fulfill their aspirations.   **Procedures:**   * Trainer will show the Activity Questions on the whiteboard/Screen. Ask the Participants groups to discuss in their small group for 30 Minutes. * All groups will get 5 Minutes to share the summary of the discussion.   **Concluding Discussion:**  Empathy is the ability to understand the feelings of another person from their perspective. It is like putting yourself in the other person’s shoes. A student’s frustrations, anger, helplessness, indifference, fear and all other such emotions will become more apparent when you empathise with them. It is this skill, which makes students feel that you are able to identify with their problems without feeling sorry for them.  The skills associated with empathy are: **Verbal and Non-verbal Communication of Attentiveness**   * Communication of empathy would begin with being with the person totally, both physically and mentally. Attentiveness needs to be communicated both verbally and non-verbally so that the student is sure you are with the student. * Words such as ‘go on’, ‘uhn-ahn’, ‘hmm’, along with head nods indicate verbal attentiveness. Verbal attentiveness puts the teacher in a position to listen carefully and also enhances the feeling of being understood. * Non-verbal attentiveness is communicated through facial expressions, hand gestures, body postures along with tone of voice. These are useful means of communicating any message.   **Keeping Pace with the Student’s Mode of Experience**  Another way of communicating empathy is to match or keep pace with the student’s way of interpreting or expressing an experience. Trying to keep pace with the student’s experiences through their words, voice tone, eye movements, etc. and responding in the same vein helps to communicate empathy. Paying attention to the language and type of words frequently used by a student can be helpful in understanding what sensory modality is being used. For example, if one is frequently using expressions such as ‘I see what you mean’, ‘it shows’ or ‘it is clearly visible’, it indicates that the person is using visual modality in the expressions. |
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| **Activity 4: Structured reflection of the day**  The participants will end the day with the structured reflection session. Trainer will ask them to list out two ideas/ skills/ strategies that were most useful for them in today’s training, and one idea/ skill/ strategy that they need clarification on. + Multiple Trainers will answer questions in small groups for the supervisors, ensuring that everyone gets time to share in their groups.  All the structured reflection sessions can also be used for further contextualization of the learning. Participants can reflect about the skills and strategies they learned, challenges they see with the existing supervision system, and how best they can be used to improve on them.  It is upto the trainers discretion on how they want to proceed.  To conclude the structured reflection session, participants and trainers will engage in an interactive diary session throughout the 10 days of  training. Interactive dairy is a strategy to include the supervisors’ voice in the training. In an interactive diary, the trainees get to give live feedback on the design of the training that they are undertaking by engaging in a dialogue with the trainer. Other than this, there are two reasons to include interactive diaries in this training. First, it will include supervisors’ voice in the training process. Second, it builds a transferable skill in the supervisors that they can use when they are working in the field with their supervisors. The Trainers will see trainees as valuable contributors in their development as supervisors, and for trainees get to actually comment on their training to make it their own. Interactive diaries Material required: Any notebook and a pen.  The diaries will be distributed to the supervisors along with the prompts for feedback on the training, such as,   * What did you learn about in today’s training? * What does it mean to put yourself in someone else’s shoes? * How empathetic am I? * How can I better show empathy toward others? * What makes us different? What makes us the same? * How am I the same as other people? How am I different from other people? * What are the differences between how I live and how others live? * Can people who share my identity still be different from me? * How can I learn more about other people? * How can I become more accepting of others?   Supervisors will write their notes for the Trainers in the diaries and then these will be collected. The trainers will respond to the diary entries by writing back, thus beginning a dialogue between the Trainers and the trainee supervisors. as references for further reading. |
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