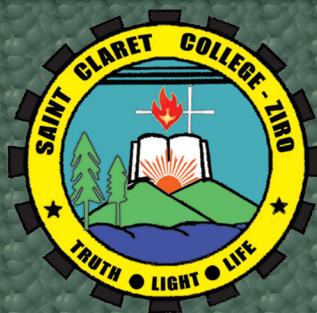




## CLARETINE HOLISTIC EDUCATION PROGRAM [ICHEP]



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Ziro—791 120

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Arunachal Pradesh, INDIA

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# **CLARETINE HOLISTIC EDUCATION PROGRAM [CHEP]**



**SAINT CLARET COLLEGE  
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## PREFACE

From its very inception, Saint Claret College at Ziro (SCCZ) has striven to make higher education holistic and soulful. ***Claretine Holistic Education Program (CHEP)*** was born of such a desire and commitment. CHEP was born along with the birth of the College, but had a very elementary shape then. Over the years, thanks to the experience and sustained reflection emerging from its implementation, and over several trials and errors, CHEP has evolved into its present form.

A critical juncture was in 2013 when it was decided that CHEP must be revamped in such a way as to ensure that every component of the Mission Statement (MS) of the College and its Core Values must be addressed, thereby guaranteeing that the College fulfils what it professes by. The MS of the College underscores that the kind of education one offers and receives at the portals of SCCZ shall be a holistic one, geared towards a soulful, human formation of their intellect, will, heart, and soul. The MS thus delineates six-pronged formation, of which only the first one (“intellectual competence”) is addressed by the university curriculum directly. The rest must be addressed, communicated, and given training in. Besides, the College has proclaimed five Core Values to be upheld in its being and conduct, which also need to be passed on to the Claretines. “Home in for soulful learning” has been the invitation offered to potential students, and CHEP was set in place for the purpose.

Thus, the CHEP, in its present form, is the fruit of a long drawn-out effort. In order to prepare the Modules, the faculty members were formed into teams. The five components of the Mission and five Core Values of the Colleges were listed (thus ten). Each team was guided to select and finalize three sub-topics, in a graded order, building on the previous ones. They were then assisted in preparing a lesson module for 45 minutes, which is light on theory, but strong on exercises, interactive discussions, group games, and a final reflective wrap up with consolidation of gains from the session. The lesson plans for 10 components x 3 subtopics (thus 30) were prepared, revised, schematized, and are hereby compiled into this CHEP Module Booklet. The Mission/Value components of the CHEP and their graded modules are listed on the page after next. Every Department will have its copy and every faculty trained to impart the Modules to students, ensuring that every class gets a standardized input through ***CHEP Hours*** co-opted into the College Calendar and Class Schedule. In order to drive home how much importance the Institution assigns to CHEP Hours, two attendances are given to each student for attending one CHEP Hour. There are ten CHEP Hours assigned for a year, ensuring a total of 30 hours during a Claretine’s life at SCCZ.

With much gratitude to all faculty members who laboured to research and prepare the Modules and with no less joyful pride, we present this CHEP Booklet to the SCCZ academic community.



Fr. Allwyn Mendoz, CMF  
(Vice Principal: Academics & Student Affairs)



Dr. (Fr.) Paulson Veliyanoor, CMF  
(Principal)

## **SCCZ VISION**

*“Saint Claret College, Ziro (SCCZ) envisions to become a premier institute of higher education in Northeast India, committed to providing value-based, soulful higher education for people, especially the tribal youth, in order to help them be honest seekers and practioners of truth and earnest agents of transformation within and around them.”*

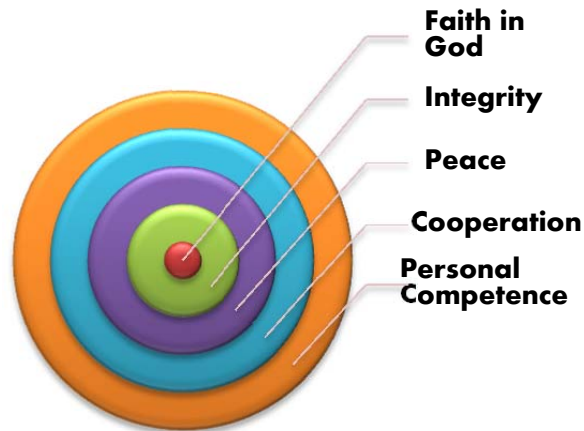
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## **SCCZ MISSION**

*is “to mould intellectually competent, professionally skilled, spiritually evolved, morally upright, socially responsive, and culturally tolerant citizens, through holistic Claretine education, for advancing a civilization of love.”*

\*

## **SCCZ CORE VALUES**



\*

## **QUALITY POLICY STATEMENT**

*As responsible and committed stakeholders in higher education, we shall constantly strive to ensure ever higher levels of quality within and among ourselves through upgradation of knowledge and skills as well as in the systems and processes through which knowledge and skills are harvested, produced, and disseminated for the educational training and excellence of the Claretines.*

## CHEP MODULES

No.	Mission/Value component	Pages	I YEAR	II YEAR	III YEAR
0	<b>Intellectual Competence</b>		Taken care of through regular Course Work & Zero & Library Hours		
1	<b>Professional Skills</b>	1-4	Module 1.1 Communication Skills	Module 1.2 Decision Making	Module 1.3 Interview Skills
2	<b>Spiritual Evolution</b>	5-9	Module 2.1 Love	Module 2.2 Forgiveness	Module 2.3 Authentic Friendship
3	<b>Moral Uprightness</b>	10-13	Module 3.1 Healing Corruption	Module 3.2 Honesty	Module 3.3 Response-ability
4	<b>Social Responsiveness</b>	14-19	Module 4.1 Universal Human Rights	Module 4.2 Fundamental Duties	Module 4.3 Being Good Samaritans
5	<b>Cultural Tolerance</b>	20-23	Module 5.1 Overcoming Stereotypes	Module 5.2 Communal Harmony	Module 5.3 Many Voices, One World
6	<b>Faith in God</b>	24-26	Module 6.1 Faith	Module 6.2 God-Concept	Module 6.3 Religious Harmony
7	<b>Integrity</b>	27-33	Module 7.1 Sincerity	Module 7.2 Intellectual Integrity	Module 7.3 Fidelity
8	<b>Peace</b>	34-37	Module 8.1 Nonviolence	Module 8.2 Respect	Module 8.3 Being Peace-Agents
9	<b>Cooperation</b>	38-41	Module 9.1 Teamwork	Module 9.2 Building Trust	Module 9.3 Conflict Resolution
10	<b>Personal Competence</b>	42-49	Module 10.1 Self-Esteem	Module 10.2 Interpersonal Skills	Module 10.3 Leadership

## **CHEP COMPONENT 1: PROFESSIONAL SKILLS**

### **MODULE 1.1. COMMUNICATION SKILLS**

Time: 40 minutes

Materials Needed:

*A set of pre-selected, commonplace topics for impromptu speech.*

#### **Objectives:**

To help Claretines develop capacity

- a) to listen attentively and empathically to another
- b) to respond empathically
- c) to speak clearly with the intention of helping the other understand.

#### **Input (10 minutes)**

##### Definition:

Communication skills include a variety of strategies: verbal, interpersonal, and physical strategies are required to communicate confidently and effectively with range of audiences. It also includes awareness of the needs and interests of the audience as well as techniques such as empathy, capacity to listen, use of silence, probes to help the person clarify thoughts, and use of effective language.

Explanations on the Importance of: body language, eye contact, personal space, voice modulation, probes, nudge, and empathy.

#### **Exercise: Concentric Circles - Focused Listening (20 minutes)**

- a) Randomly pick out a pair of students from the batch. You may ask for volunteers.
- b) In each pair, one person will be the “speaker” or “outsider” and the other will be the “listener” or “insider.”
- c) The speaker or outsider shall be given a topic (e.g., My summer vacation/ Examinations/ Rainy Day/ Cricket, etc.), and is asked to speak for 4 minutes.
- d) The task of the listener is to keenly listen, ask nudging questions when the speaker is stuck (so that he can get going) and ask probing questions when ideas are not clear. This must be done respectfully and without ridicule.
- e) At the end of the 4 minutes the facilitator shall call time and the listener is asked to summarize what the speaker spoke. The audience will be asked to evaluate how well the listener listened.
- f) The audience will be asked to evaluate how well the speaker communicated ideas and what could be improved.
- g) The speaker, the listener, and the audience are invited to comment on body language of the speaker and the listener.
- h) Repeat steps (a) to (g) with 2 or 3 more pairs.

#### **Discussion: (10 minutes)**

- The facilitator initiates a discussion as to the importance of communication – how wrong communication can create intrapersonal, interpersonal, and social breakdown – invite examples from the world around.
- Summarize the concept and highlight one key idea to carry home from the learning session.

## **MODULE 1.2. DECISION MAKING**

Time: 40 minutes

Materials Needed:

- Red, white and blue tokens
- Transparent plastic bag
- Decision making scenarios
- Chart paper and markers
- Decision making points to remember

### **Objectives:**

To help Claretines

- a) recognize the importance of seeking information before making a decision.
- b) identify and demonstrate use of steps to make career decisions.

### **Input (15 minutes)**

#### Seven Steps to Decision Making

- a) Define the problem
- b) Gather information and resources
- c) List options
- d) Weigh, compare options
- e) Make a decision
- f) Make a plan of action
- g) Evaluate the decision

#### Decision Making Points to Remember

- a) You can change your mind about a decision you have made.
- b) There is probably no one right choice; and few decisions are totally wrong
- c) Deciding is a process, not a static, one-time event. We are constantly re-evaluating in light of new information. A decision may not have had the consequences you expected so you can start the process over again
- d) The workplace is constantly changing and you will need to change with it.
- e) There's a big difference between decision and outcome. You can make a good decision based on the information at hand and still have a bad outcome. The decision is within your control, but the outcome is not all decisions have the element of chance, risk.
- f) Think of the worst outcome. Could you live with that? If you could live with the worst, then anything else does not seem that bad.
- g) Indecision is a decision not to decide. There are probably risks involved in not deciding in not taking action.
- h) Try to avoid either/ or thinking; usually there are more than two options. Be imaginative and creative.
- i) You may want to consult others for information but eventually you must make up your own mind. Sometimes it may be a good idea to consult more than one source so that your information is not biased.
- j) Listen to your inner voice; trust your intention. What feels right? If you are making a decision that can have long time consequences, take your time. Don't rush and make an impulsive decision.

**Exercise: Poker Chip Activity (15 minutes)**

- Recruit two volunteers to participate in the demonstration
- Show students a clear plastic bag filled with red, blue, and white tokens
- Explain the rules:
- Participant may use only one hand. (Bag will be held open for the student.)
- In 60 seconds the participant must draw out as many tokens as possible, one token at a time.
- After the first participant completes his/her turn, change the instructions slightly, as: "I forgot to mention that the white chips are worth Rs. 10, the red, Rs.50, and blue Rs. 100." Now, let the second participant do the exercise.
- After the participant number two completes his/her turn, sort and add chips collected by both of them, separately. Record the numbers (colour-wise) on board
- Have students multiply their totals in Rupees.
- *Participant number two will have the largest amount in Rupees, however not necessarily the largest number of chips.*

**Discussion (10 minutes):**

- Discuss how a little knowledge about a decision can change how one approaches a situation and how it can improve the outcome.
- Ask students to recall similar experiences from their lives.
- Relate the learning to career goals and life choices.

**MODULE 1.3. INTERVIEW SKILLS**

Time: 40 minutes

Materials Needed:

*Interview Job Profiles (written)*

*Mock Interview Set up*

**Objectives:**

To help Claretines

- a) learn the basics of facing an interview.
- b) prepare better to face real-life interviews.

**Input (15 minutes)**

Interview Skills refer to the attitude and behaviour patterns a candidate requires during job interviews that make them stand out. These patterns may include proper interview behaviour, controlling nervousness or asking intelligent questions. Those who have good interviewing skills will receive more job offers than others. These skills help you convince your interviewers that you are the right candidate for the job. The best way to acquire interviewing skills is through practice.

*Points to remember:*

- Plan ahead, do a little homework on the requirements of the job and the potential questions that might be asked. Learn about the Company that has invited you for interview.
- Role Play: Once you have done the homework, rehearse with your friends.
- Eye Contact: Maintain eye contact with your interviewer.



- Be Positive; avoid negative comments.
- Take a moment to reflect and gather your thoughts when questions are posed. Do not rush to answer; nor should you delay too long.
- Adapt: Listen and adapt. Be sensitive to the style of the interviewer.
- Relate: Try to relate your answer to the interviewer. Focus on achievements relevant to the position.
- Demonstrate your interest in the job offer.

### **Exercise: Mock Interview (20 minutes)**

Phase A: The facilitator interviews two students

- a) Get two volunteers to be interviewees.
- b) The facilitator explains the job profile for which interview is held. Give 2 minutes for the interviewees to get ready.
- c) Conduct the interview with volunteer 1. (5 minutes)
- d) Discuss with the class what elements were good about the interview and what are to be improved (based on the input session.)
- e) Now, repeat steps (c ) to (d) with volunteer 2.

Phase B: Student interviews student:

- a) Invite two volunteers, one as interviewer and the other as interviewee.
- b) Assign job profile for which interview is to be done.
- c) Let the student A interview student B.
- d) Discuss with the class what elements were good about the interview and what are to be improved (based on the input session.)
- e) If time permits, choose another two volunteers and repeat the exercise.

### **Conclusion:**

Discuss the learnings from the exercise. Clarify students' doubts. If time permits, also discuss the ethical ramifications of interviewees misrepresenting themselves or their points of view.

## CHEP COMPONENT 2: SPIRITUAL EVOLUTION

### MODULE 2.1. LOVE

Time: 40 minutes

Materials Needed:

*Various pictures depicting scenes of love: romantic love; parent-child love; love between friends; altruistic love.*

*Writing materials.*

#### **Objectives:**

To help Claretines

- a) reflect on various types of love
- b) recognize true nature of authentic love

#### **Discussion (10 minutes)**

Begin with a discussion on love. Invite students to explain what they understand by love. Write down their key ideas on the board.

#### **Input (15 minutes)**

- Love, as one of the most used terms in English, especially among the youth.
- Various definitions of love:
  - “a strong feeling of affection”
  - “a great interest and pleasure in something”
- Four Kinds of Love, as per Greek thought (use the pictures to explain the kinds)
  - **Philia:** it is love between friends.
  - **Storge:** This kind of love is between family members.
  - **Eros:** Romantic and sensual love. Love between the complementary sexes.
  - **Agape:** It is unconditional, self-less, and self-giving love. It is divine and the highest form of love. Discuss examples of agapeic love (Mother Teresa, Gandhi, etc.)
- Nobler Thoughts/Definitions of Love:
  - Katharine Hepburn: “Love has nothing to do with what you are expecting to get — only with what you are expecting to give — which is everything.”
  - Scott Peck: “Love is the will to extend one's self for the purpose of nurturing one's own or another's spiritual growth... Love is as love does. Love is an act of will -- namely, both an intention and an action. Will also implies choice. We do not have to love. We choose to love.”
  - Fyodor Dostoevsky: “What is hell? I maintain that it is the suffering of being unable to love.”

#### **Exercise: (5 minutes)**

Now, go back to the “key ideas” gathered from students and written on the board. Ask students to sort each of the idea on the basis of the four categories of love as described by Greek thought.

#### **Discussion: What causes rift in love: (10 minutes)**

- The facilitator may now initiate a discussion on what causes rift in love relationships. Help students identify how “agapeic” element can be brought into other forms of love such as philia, storge, and eros.

## **MODULE 2.2. FORGIVENESS**

Time: 40 minutes

Materials Needed:

- Movie Clipping from “The Lion, the Witch, and the Wardrobe” or the Script.
- Movie screening logistics.

### **Objectives:**

To help Claretines

- a. understand what Forgiveness is and what Forgiveness is not.
- b. forgive themselves.
- c. forgive others.

### **Input (10 minutes)**

We all make mistakes and hurt others with our words and actions. But we often have a difficult time to admit we’re wrong, apologizing and asking for forgiveness, especially men. As a result, our relationships can become crippled and even die as a result. Sometimes you need to raise the white flag and admit you’re wrong.

The next time you hurt someone’s feelings with your word or actions, try the **AAA Technique – Admit, Apologize and Ask.**

*Admit* you’re wrong: “I was wrong.”

*Apologize*: “I’m sorry.”

*Ask* for forgiveness: “And would you forgive me?”

The entire process takes less than 10-seconds.

“I was wrong for making fun of you and I’m really sorry. Would you forgive me?”

“I was wrong for not calling you to say I’d be late and I’m sorry. Would you forgive me?”

*What is Forgiveness?* Forgiveness is overcoming of negative thoughts, feelings and behaviors not by denying the offense or the right to be hurt or angry but by viewing the offender with acceptance so that the forgiver can be healed. Forgiveness is letting go of the need of revenge and releasing negative thoughts of bitterness and resentment.

*What Forgiveness is not?* Forgiveness is not giving permission to continue hurtful behaviors, nor is it condoning the behavior in the past or in the future. Forgiveness is not reconciliation. We have to make a separate decision about whether to reconcile with the person we are or whether to maintain our distance.

**Activity: The Movie Clip:** “What’s done is done” (10 minutes)

(if screening is not possible, have copies of script ready, and invite volunteers to read and act out.)

*The Chronicles of Narnia: The Lion, the Witch, and the Wardrobe* was a bestseller before it was a blockbuster. The movie was based off of C.S. Lewis’ children’s novel written in 1950.

*Introducing the clip:* Before we watch this clip, you need to know that one of the four siblings, Edmund, has recently betrayed his family and followed after the evil witch. Even though he has been disobedient, King Aslan sends his forces to rescue Edmund from the clutches of the evil witch. This scene takes place immediately after Edmund has been rescued, but before Edmund is reunited with his family. Now let's see how King Aslan treats Edmund the "traitor".

*Scene Script:*

The Scene begins immediately after Edmund is rescued from the witch. We see Aslan talking with Edmund on the hill just before they return to the group. As their private conversation ends, Aslan and Edmund walk back down to camp.

*Lucy:* Edmund! (Peter quiets her. We see Aslan nod to Edmund to rejoin the group. Edmund begins walking into the camp towards his siblings. He looks sorrowful and ashamed.)

*Aslan:* What's done is done. There is no need to speak with Edmund about his past. (Everyone seems a little surprised by this at first. But they trust Aslan, so they welcome Edmund back gladly.)

*Edmund:* Hello. (He says this with his head down. Lucy steps towards him and hugs him, grateful he is alive.)

*Susan:* (Steps forward to also hug Edmund.) Are you alright?

*Edmund:* I'm a little tired.

*Peter:* Get some sleep. And Edmund... (Smiling) try not to wander off!

**Discussion (15 minutes):**

- a) Ask a few: Earlier in the movie, the evil Witch lured Edmund to be a traitor by showing him respect that his siblings didn't and giving him the yummy Turkish Delight snacks. Are those good enough reasons to betray your family and/or friends?
- b) Ask Someone: After Edmund discovered that the Witch was simply using him, he had a change of heart and was rescued by Aslan's forces. How do you think he felt when he was returning to the group he had betrayed?
- c) Ask a few: We aren't told what Aslan said to Edmund about his past betrayal while they were talking on the hill. What do you think Aslan said to him?
- d) Ask Someone: When Aslan returned to the group with Edmund, what did he instruct everyone to do about Edmund. (To not talk about his past.)
- e) Ask a few: Why do you think Aslan did this?
- f) Ask somebody to give a final word...

**Concluding Remark (5 minutes):**

Sum up the insights from the movie and the discussions. Invite students to reflect if they need to ask forgiveness from someone and/or offer forgiveness to someone and to do so.

## **MODULE 2.3. BEYOND OURSELVES: AUTHENTIC FRIENDSHIP**

Time: 40 minutes

Materials Needed:

Writing Materials

### **Objectives:**

To help Claretines

- a. understand the true meaning of friendship.
- b. know their role in building up authentic friendship.

### **Discussion: (10 minutes)**

Invite students to define friendship. Write down their key ideas on the board.

### **Input (15 minutes)**

Friendship is inevitable. It is the well of spring for human development. The gravitational pull of mutual friendship can have an enormous cumulative impact on the quality of life. With the increasing number of individuals who chose to remain aloof either by their own choice or by compelled circumstances, true friendship can substitute what is essential to supplement emotional requirements that other people fill by their spouses or significant others. Friends can link us to broader social networks that can ultimately enrich our lives. At the end of the day, a friend can be like an oasis in a desert that can bring all the difference.

The dictionary defines a friend as, “A person that one likes and knows well; a familiar or helpful thing; or a person who supports a particular cause.”

“Friends are what make us uniquely human.” says James Fowler, Professor of medical genetics and Political science at the University of California in San Diego.

Relationships help people feel that they’re worthy, that they can set goals and accomplish them, and that they can control their life,” says Toni Antonucci, a Professor of Psychology at the University of Michigan.

We all need friends, don’t we? Aren’t we familiar of the many social websites that create us a space for building up friendship? Facebook, Whatsapp and Viber are the common social sites that we are familiar and used to. Nonetheless, there are certain criteria that we all look forward for those whom we count as friends.

You might have well come across little cute quote boxes sharing things like, “people inspire you or they drain you, pick wisely!” or “surround yourself with people who are going to lift you higher.” All these quotations are worth reading and undoubtedly, they do have a message in them that aims to help us becoming better people. They seem to contain in them some irrevocable truth.

So my concern is the kind of friendship that we are looking to and our role in keeping that friendship alive. Now should we eliminate negative minded people? Are they the reasons for making us happier or sadder? James Fowler says, “it might be tempting to cull your network of friends, to eliminate those who have a negative influence on you.” According to his research, dropping a bad friend actually raises the risk that your happiness will decline.

### **Exercise: (10 minutes)**

Ask a few: What kind of friends you wish to have?



Ask a few: What are the few requirements of keeping a good friendship?

Ask someone: What will you do to a friend who doesn't live up to your expectations?

Considering the fact that there are more needy people around us, our friendship can certainly be important. What about those who drain us? Should we let them in? The question is not about whom to keep and whom to let go? But how much do we let them in and for what purpose?

Knowing the purpose of building a friendship is necessary. We need to learn to be around people no matter who they are, not only because it is unrealistic that we can avoid them, but because our presence can make a difference. We should learn to be around people even if it has to be around people who complain, murmur, whine, etc. To learn how to forgive is the best ingredient of friendship. To sit with someone who is hurt increases our ability to empathize and love. Ultimately, it's around hurting people who we are meant to be around.

**Conclusion: (5 minutes)**

Having a healthy relationship gives us a responsibility. We get to decide whether we are inspired or drained. Our responsibility is not about deciding who is a valuable friend but whether we are able to see the value in each individual. We can choose to be around successful, positive minded people and yet be drained by jealousy. Or we can be around people who fail, depressed and walk away inspired and grateful. To serve others is what we are called to do in this world, and that we can do only when we realize the worth and potential in others. We need to learn how to shine our lights so brightly that we can enter any darkness and know that our light cannot be extinguished. That's where our friendship can bring healings.

## CHEP COMPONENT 3: MORAL UPRIGHTNESS

### MODULE 3.1. HEALING CORRUPTION

Time: 40 minutes

Materials Needed:

- Writing materials.
- Anti-Corruption Pledge

#### **Objectives:**

To help Claretines

- a. identify corruption as a personal and social problem.
- b. discern and list ways and means to heal corruption.
- c. pledge to avoid corruption in their lives (free choice)

#### **Activity: Listing Corruption-infected situations (10 minutes)**

- Distribute a single sheet of paper to all students.
- Invite them to write five public areas of corruption.
- Invite volunteers (max. 7) to read out their list, and tally them on the blackboard. Once the entire list is on the board, ask for a show of hands for each item, and tally them as well. Thus identify the top five areas of corruption, as per the opinion of the students.

#### **Discussion: (15 minutes)**

- Invite students to discuss the reasons why corruption exists in these areas. What are the causes and reinforcing factors? Who are responsible?
- Invite students to introspect and honestly discuss if they have been tempted to engage in corruption. If yes, why? What prevented them from resisting corruption?
- Discuss the “secondary benefits” of corruption.
- Discuss the long term harmful consequences of corruption.
- Discuss the ways and means students can contribute to healing corruption in society. List out the major and practical means suggested by students.

#### **Input: (7 minutes)**

Share the following statistics with the students. [Source: Sinha, K. (2013 July 9).

*Corruption rate in India is double of global average.*

<http://timesofindia.indiatimes.com/india/Corruption-rate-in-India-is-double-of-global-average/articleshow/20988518.cms>]

*Corruption in India has reached an all-time high with rates being exactly double of the global prevalence. Globally, 27% people say they paid bribe when accessing public services and institutions in the last 12 months. In India however, the number of people who did the same was 54% - over 1 in two citizens. Political parties have been found to be the most corrupt institution in India with a corruption rate as high as 4.4 on a scale of 5 (1 being least corrupt rate and 5 being highest).*

*The highest amount of bribe however was collected by the police - 62% followed by those involved in registry and permit (61%), educational institutions (48%), land services (38%). India's judiciary has also been found guilty - 36% involved in bribes.*

....

*These are the findings of the Global Corruption Barometer 2013 - a survey of 1.14 lakh people in 107 countries released on Tuesday.*

....

*Public institutions entrusted to protect people suffer the worst levels of bribery. Among the eight services evaluated, the police and the judiciary are seen as the two most bribery prone globally. An estimated 31% of people who came into contact with the police report having paid a bribe. For those interacting with the judiciary, the share is 24%.*

....

*Nearly 9 in 10 surveyed say they would act against corruption.*

### **Pledging: (3 minutes)**

- Invite interested students (do not force the entire class) to stand up and take the pledge to heal corruption. Read out the pledge for them and let them repeat after you.
- The Anti-Corruption Pledge:  
*"I pledge,/ on my honour and integrity,/ that I will neither engage/nor encourage corruption/in my personal/ and professional life./ I will do my best/ to conscientize/ my family and friends/ about the evils of corruption/ and do my best/ to heal corruption in society."*

### **Conclusion: (5 minutes)**

- Invite one or two students to share his/her experience of the session.

## **MODULE 3.2. HONESTY**

Time: 40 minutes

Materials Needed:

- Semi-structured Script for the Play on Honesty.

### **Objectives:**

To help Claretines

- a. recognize the value of honesty
- b. practice honesty in life
- c. discern and shun dishonest practices

### **Activity: A Play on Honesty (10 + 10 minutes)**

- Invite four volunteers to enact a short play. Give them proper instructions about the theme and the story. The class is not informed of the theme.
- The play will have four characters, two playing the job seekers, named as A and B, the third playing the interviewer and the fourth playing the role of A's father. In the play, the two job seekers are called for an interview on the same day. According to their performances, B scores more marks than A. A tells his/her father that the interview did not go well. Therefore, before the result is declared, A's father meets with the interviewer and offers him a huge sum of money, urging him to declare the result in favour of his child. However, the interviewer doesn't accept the money, instead tells him the demerits of bribery and politely asks him to leave his office. And the play ends.

- After the play, invite the class to:
  - Identify the theme (honesty).
  - Discuss why “honesty is the best policy,” but can be costly.
  - Discuss some of the typical student-related situations where they can practice honesty and help their friends to be honest.

**Input: (10 minutes)**

- Honesty = fairness and straightforwardness of conduct; adherence to the facts; sincerity.
- Benefits of honesty:
  - a) Creates peace of mind.
  - b) Promotes trust in relationships.
  - c) Promotes feelings of tranquillity.
  - d) Enables self-improvement.
  - e) Builds a strong character.
  - f) Brings multi-pronged rewards in the long run.
  - g) Stable and trustworthy society.

**Discussion & Conclusion: (10 minutes)**

- Discuss the purpose of “Claretine Honesty Shop” practice in the College.
- Discuss the cost of dishonesty to the individual and the society.
- Conclude with recapitulation of the key ideas.

### **MODULE 3.3. RESPONSE-ABILITY**

Time: 40 minutes

Materials Needed:

- Story of the Good Samaritan (text)
- Writing Materials

**Objectives:**

To help Claretines

- a. appreciate that along with rights come responsibilities.
- b. Differentiate between reaction and response.
- c. recognize that change is possible when one owns up one’s ability to respond

**Input: (10 minutes)**

- “Responsibility” is generally defined as “the state or fact of having a duty to deal with something or of having control over someone.”
- Often it has the connotation of taking the blame for something gone wrong, as in: “she is responsible for this mess.”
- However, “adult responsibility is something else altogether. It is really response-ability; that is, the ability to respond to life. Rather than placing blame, this way of thinking acknowledges personal power. Response-ability is the capacity to choose. Out of many possible responses, I can always choose the one I make. Response-ability is remembering to be in charge and make careful, thought-out choices.” (Tessina, T. B. *Response-ability*. [http://www.tinatessina.com/response\\_ability.html](http://www.tinatessina.com/response_ability.html))
- Differentiation between reaction and response. Reaction = an emotional, knee-jerk response that often leads to problems. Response = a mature, thoughtful,

productive answer to a problem that attempts to remedy or better the situation. Less emotional, more rational and logical.

- As adults, we have the power to act responsibly, and are able to respond, and change life (our own and others) for the better.
- Responsibility – a sign of active agents of social transformation, not passive victims of social problems.
- Examples of Gandhiji, Mother Teresa, etc.

**Activity: A Play on the Story of Good Samaritan (10 minutes)**

- The story can be read out or acted out, depending upon the situation.
- If acted out, invite four volunteers to enact this play from the Bible (a short play. Give them proper instructions about their roles. You may also choose the students in advance (a day before) and give out the story so that they come prepared.)
- Before the play, brief the class about the background of the story, very specially the negative relationship between the Jews and the Samaritans of the first century.
- Story: (Luke 10:30-35)  
*“A man was going down from Jerusalem to Jericho, and fell into the hands of robbers, who stripped him, beat him, and went away, leaving him half dead. Now by chance a priest was going down that road; and when he saw him, he passed by on the other side. So likewise a Levite, when he came to the place and saw him, passed by on the other side. But a Samaritan while traveling came near him; and when he saw him, he was moved with pity. He went to him and bandaged his wounds, having poured oil and wine on them. Then he put him on his own animal, brought him to an inn, and took care of him. The next day he took out two denarii, gave them to the innkeeper, and said, ‘Take care of him; and when I come back, I will repay you whatever more you spend.’”*

**Discussion: (15 minutes)**

- Invite students to discuss how differently the three characters “responded” or “reacted” to the wounded man. Whose behaviour was a reaction, and whose behaviour was a mature response? Why?
- What were the choices before the Samaritan? Why did he do what he chose to do? What were the consequences?
- Invite students to name historical figures who exercised their response-ability for the good of the society.
- Invite students to identify some of the social evils and how they can exercise their “response-ability.”

**Conclusion: (5 minutes)**

Summarize the theme, findings from the discussion, and the consequences of living a responsible life. You may ask a student to do the summarizing as well.



## CHEP COMPONENT 4: SOCIAL RESPONSIVENESS

### MODULE 4.1. UNIVERSAL HUMAN RIGHTS

Time: 40 minutes

Materials Needed:

*Text of UN Declaration of Universal Human Rights.*

#### **Objectives:**

To help Claretines

- a) reflect on select articles from the UN Declaration on Human Rights
- b) apply the insights to their own lived context
- c) recognize one's own and others' rights and respect them

#### **Input (20 minutes)**

- Introduce to the class the UN Declaration of Universal Human Rights.
- Choose any 3 or 4 articles (as per your expertise to guide discussion) from the list of 30 UN Articles (given below).
- Explain the content and intention of these articles.
- Apply them to the context of India.

*Article 1.*

- *All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.*

*Article 2.*

- *Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.*

*Article 3.*

- *Everyone has the right to life, liberty and security of person.*

*Article 4.*

- *No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.*

*Article 5.*

- *No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.*

*Article 6.*

- *Everyone has the right to recognition everywhere as a person before the law.*

*Article 7.*

- *All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.*

*Article 8.*

- *Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.*

*Article 9.*

- *No one shall be subjected to arbitrary arrest, detention or exile.*

*Article 10.*

- *Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.*

*Article 11.*

- *(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.*
- *(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.*

*Article 12.*

- *No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.*

*Article 13.*

- *(1) Everyone has the right to freedom of movement and residence within the borders of each state.*
- *(2) Everyone has the right to leave any country, including his own, and to return to his country.*

*Article 14.*

- *(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.*
- *(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.*

*Article 15.*

- *(1) Everyone has the right to a nationality.*
- *(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.*

*Article 16.*

- *(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.*
- *(2) Marriage shall be entered into only with the free and full consent of the intending spouses.*
- *(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.*

*Article 17.*

- *(1) Everyone has the right to own property alone as well as in association with others.*
- *(2) No one shall be arbitrarily deprived of his property.*

*Article 18.*

- *Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.*

*Article 19.*

- *Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.*

*Article 20.*

- *(1) Everyone has the right to freedom of peaceful assembly and association.*
- *(2) No one may be compelled to belong to an association.*

*Article 21.*

- *(1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.*
- *(2) Everyone has the right of equal access to public service in his country.*
- *(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.*

*Article 22.*

- *Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.*

*Article 23.*

- *(1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.*
- *(2) Everyone, without any discrimination, has the right to equal pay for equal work.*
- *(3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.*
- *(4) Everyone has the right to form and to join trade unions for the protection of his interests.*

*Article 24.*

- *Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.*

*Article 25.*

- *(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.*
- *(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.*

*Article 26.*

- *(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.*
- *(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.*
- *(3) Parents have a prior right to choose the kind of education that shall be given to their children.*

*Article 27.*

- *(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.*
- *(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.*

*Article 28.*

- *Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.*

*Article 29.*

- *(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.*
- *(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.*
- *(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.*

*Article 30.*

- *Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.*

### **Discussion (15 minutes)**

- Invite students to discuss if these rights are honoured in their living context.
- Guide them to observe how they feel about it (their emotional reactions to their experience of these rights).

- Invite them to “respond” creatively and constructively to situations where they think their fundamental rights are violated. What can be done to better the situation without doing violence to anyone?
- Discuss how they can ensure such rights of people around them, without doing violence to anyone.

### **Conclusion (5 minutes)**

Invite a student to sum up the insights from the discussion and reflection. What have they learned from the session?

## **MODULE 4.2. FUNDAMENTAL DUTIES**

Time: 40 minutes

Materials Needed:

- Writing materials.
- List of Fundamental Duties as per the Constitution of India.

### **Objectives:**

To help Claretines

- a. reflect on the fundamental duties as a global citizen.
- b. list out duties to their immediate communities.

### **Input + Discussion (20 minutes)**

- “Rights” go hand in hand with “Duties”. Both rights and duties are two sides of the same coin.
- Reflect on the “sense of duty.”
- Choose 3 to 4 fundamental duties from the list provided by the Constitution of India, preferably choosing those with universal appeal (across nations.)
- Discuss them in the context of India and students’ own lived context.
- The list of 10 + 1 (=11) duties, as mandated by the Constitution of India:
  1. to abide by the Constitution and respect its ideals and institutions, the National Flag, National Anthem;
  2. to cherish and follow the noble ideals which inspired our national struggle for freedom;
  3. to uphold and protect the sovereignty, unity and integrity of India;
  4. to defend the country and render national service when called upon to do;
  5. to promote harmony and the spirit of common brotherhood amongst all the people of India and to renounce practices derogatory to the dignity of women;
  6. to value and preserve the rich heritage of our composite culture;
  7. to protect and improve the natural environments including forests, lakes, rivers and wildlife;
  8. to develop the scientific temper, humanism and the spirit of inquiry and reform;
  9. to safeguard public property and not to use violence; and
  10. to serve towards excellence in all spheres of individual and collective activity.
  11. a new duty has been added after the passage of Right to Education Act, 2009. A parent or guardian has to provide opportunities for the education of his/her child/ward between the age of six and fourteen years.

**Exercise & Discussion: (5 + 10 minutes)**

Invite students to create a table of “fundamental duties” in the following format:

*My Duties towards:*

No.	<i>My family</i>	<i>My Friends</i>	<i>My Neighborhood</i>	<i>My College</i>
1.				
2.				

Invite students to openly share their ideas.

**Conclusion (5 minutes)**

Invite a student to sum up the insights from the discussion and reflection. What have they learned from the session?

### **MODULE 4.3. BEING GOOD SAMARITANS**

Time: 40 minutes

Materials Needed:

- Story text from Tony D’ Mello
- Writing Materials

**Objectives:**

To help Claretines

- a. Become aware of the need for being change agents
- b. Cultivate helping behavior.

**Story Meditation (10 Minutes)**

Read/ask a student to read the following story slowly and clearly, twice.

Story from Tony D’ Mello, “The Song of the Bird.”

#### The Disabled Fox

*A fable of the Arab mystic Sadi:*

A man walking through the forest saw a fox that had lost its legs and wondered how it lived. Then he saw a tiger come with game in its mouth. The tiger had his fill and left the rest for the fox.

The next day too God sent the tiger to feed the fox. The man began to wonder at God’s greatness and thought. “I too shall lie in a corner trusting the Lord to give me all I need.”

He did this for a month, and was almost at death’s door when he heard a Voice that said, “O you who are on the path of error, open your eyes to the Truth! Imitate the tiger not the fox.”

*On the street I saw a naked child, hungry and shivering in the cold. I became angry and said to God, “Why do you allow this? Why don’t you do something?”*



*God did not reply. That night he said, quite suddenly, "I certainly did something. I made you."*

**Discussion (15 minutes)**

- Invite students to react to the story. What do they learn from the story? How does it apply to the society?
- For personal and social problems, who gets blamed generally?
- Is God to blame for human problems? Or are we responsible for our problems?
- Can we avoid blame and do something about the problems? Can we be "change agents"?
- Invite students to recall the story of the Good Samaritan discussed under Module 3. Can we be good Samaritans?

**Action Plan (10 minutes)**

- Invite students to identify 3 social/family problems around them, and what they can do to be change agents.
- Invite a couple of students to share their action plan with the class.

**Conclusion (5 minutes)**

Invite a student to sum up the insights from the discussion and reflection. What have they learned from the session?

## CHEP COMPONENT 5: CULTURAL TOLERANCE

### MODULE 5.1. OVERCOMING STEREOTYPES

Time: 40 minutes

Materials Needed:

*Cards (stickies) with stereotypes written on them*  
*Writing materials.*

#### **Objectives:**

To help Claretines

- a. Understand the mechanism behind stereotyping
- b. Learn that variety is the spice of life and its not right to stereotype people on certain traits.

#### **Exercise: (15 minutes) The Stereotypin' Game**

Tell the students that you need four volunteers to attend an imaginary party. You will stick a card to the volunteers' foreheads so they can't see it, then the rest of the class will treat the volunteers according to the stereotype attached to their heads. The volunteers will have to guess how they have been labeled.

The stereotype cards should read (example):

- ☐ Football Player
- ☐ Teacher's Pet
- ☐ Unpopular Student
- ☐ Popular Student

Choose students who DO NOT match the stereotypes. For example, choose the most famous boy with his hand raised for the unpopular student. No student should actually be stereotyped against. Set up ground rules: no insulting, no physical contact, people who do not have a stereotype card should stay in their seats. Have each student enter the "party" one at a time. The rest of the students should treat the party-goer according to the stereotype on his/her forehead. After each student figures out what is taped to their head, ask them how it felt to be stereotyped against. Is it fun? Is it fair?

Because this is a game, sometimes students will say that it didn't bother them to be stereotyped against. You may need to prod, "But when you were up here and everyone was laughing at you and you didn't know why and really, it wasn't even true...how did it make you feel? How would it make you feel if this were real and happened every day?"

Try to point out an example of how someone being stereotyped against in this game started to act like that stereotype said they should. Ask for some other examples of how this happens in real life.

- ☐ For example, if everyone thinks students who get good grades are nerds and like to be alone, then a student who gets good grades might start to hang out alone because everyone says that's what they do.
- ☐ For example, if someone is told that since they are good at sports, they're not smart, then they might stop studying and appear to be stupid.

**Input (10 minutes)**

A stereotype is a generalization we make about a group of people. It's an oversimplified image of a person: a category that we put people in based on one, two, or a few obvious characteristics when we don't know the person.

- When you stereotype a person, you make assumptions about them before getting to know them. A lot of times, these assumptions are negative and you pre-judge a person. In other words, you have prejudices.
- For example, if all the people who took the bus to college were considered stupid just because they took the bus to college, that would be a stereotype. Obviously, this would be untrue – so are many stereotypes.

□ What is an example of a stereotype?

Asians are good at maths, blondes are dumb, Blacks are natural athletes, women are emotional, Women are bad drivers. Girls care about clothes and boys care about sports. White people can't dance. Black people are good at basketball.

**Discussion: (15 minutes)**

Ask the students about difference, relating back to the game

1. Is there anything inherently bad about any of the differences?
2. What can be good about people being different?
3. What did you notice about your classmates during this game?  
That everyone is different.
4. What are some ways that people are different?
5. Examples from the game, plus where they live, skin color, their jobs, etc.
6. Is there anything that is necessarily bad about any of these differences?
7. Would you know all these things about your classmates just by the way they look or act when you first meet them?

**MODULE 5.2. COMMUNAL HARMONY**

Time: 40 minutes

Materials Needed:

Pens, Papers

**Objectives:**

To help Claretines

- a. Develop appreciation for people of different communities
- b. Become agents of communal harmony.

**Input (10 minutes)**

Communal harmony refers to a harmony that exists within a community or a group of communities living in an area.

**Concept/ Meaning of Communal Harmony-** Humans are referred to as social entities and a person has to live in a society with people of different religions, castes, sex and different backgrounds. The basic idea is to maintain love and

peace between one another. Our lives begin and end in the society through interaction with people from all walks of life.

**Example-** A Guitar has different chords. When all the strings are played together in synchronization it yields a soul pleasing music and vice-versa. Same is with our society, different background people if maintain harmony among them, world will become a **better** place to live in.

### **Why Communal harmony is need of the hour?**

There is hardly any other country in the world than India, which has a great diversity of culture, religion, language, tradition, community etc.

Atrocities are being committed in our country, day in and day out, in the name of caste, sect, community, social and economic differences and divergent political view-points. According to the Indian Constitution, one of the fundamental duties of every citizen of India is to “promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities.”

- God has naturally gifted each of us.
- Diversity is natural.
- Acceptance of differences is needed for cohabitation.
- One can never leave alone
- One cannot satisfy all of his/her needs alone

Arunachal Pradesh is one of the most multilingual tribal area of India. Nevertheless, people and the state have been victims of communal tension leaving individuals and groups divided. The division of groups or communities expresses itself along Social, Economic, Political, Racial and Cultural prejudices generating fear, suspicion, insecurity and hatred for each other.

### **Causes of differences between communities**

- a) Cultural intolerance
- b) Linguistic differences
- c) Physical appearance- racism
- d) Casteism
- e) Jingoism

**Activity: (10 mins)** Short Video on Communal Harmony (DDI presentation)

### **Discussion (15 minutes):**

- What Causes Communal Disharmony?
- How can we build Communal Harmony?

### **Concluding Remark (5 minutes):**

A paradigm shift in our thinking is inevitable if we are to exist and prosper before communal differences destroy our nation. After all, like Yasser Arafat said, “Religious wars are people fighting over who are the better imaginary friend.” So why we fight over a fictitious element when we all can co-exists peacefully and prospers?

### **MODULE 5.3. MANY VOICES, ONE WORLD**

Time: 40 minutes

Materials Needed: Papers, pens.

#### **Objectives:**

To help Claretnes

- a. Develop a feeling of oneness with humanity
- b. Become culturally tolerant citizens

#### **Activity: Common Ground (15 minutes) (Game)**

Split the group into four smaller groups and have them stand in four different corners or areas. Ask each group to list as many things as possible that members of the group have in common. Encourage them to think creatively. Give 10 minutes for each group of 12 people or more; give 4–5 minutes if groups have fewer than 12 members. When time is up, point to a group to quickly name one thing all members have in common. Continue rapidly around the room, giving each group three seconds to name another common trait. A group is out if they take longer than three seconds, repeat something another group has already said, or run out of things to say. Ask each group to count the number of items they have in common.

#### **Discussion**

- What was your group's strategy to determine the longest list?
- Did you find you had more in common than you thought you might? Why or why not?
- How do we often stereotype people, before trying to find common ground?
- In what ways can you learn about what people are really like?

#### **Input (10 minutes):**

The trouble we see so much of in the world today is not so much a clash of religions, but a clash of individual egos of people who associate their bodily identity and cause with their religion.

It is the tendency of the human mind to cling to those people who are similar, and claim superiority over those who are different. This itself leads to the divisions of religion, caste, ethnic group, or race. Thus, the tendency becomes to defend one's own weakness, inferiority or insecurity by unnecessarily criticizing and hurting others to establish one's own sense of position and superiority.

However, in these days this is often done in the egotistical guise of defending one's own religion. But this ignores the very love, compassion and tolerance that most religions claim to represent or teach. And certainly it ignores the very love, mutual respect and cooperation that we seek, and that the world depends on if we and this planet are to survive.

#### **Concluding Remark (5 minutes):**

"We are birds of the same nest. Wearing different skins, speaking different languages, believing in different religions, and belonging to different cultures – yet we share the same home, our earth. Born on the same planet, covered by the same skies, gazing at the same stars, breathing the same air, we must learn to progress happily together or miserably perish together. For humans can live individually but can survive only collectively." [Atharva Veda]



## CHEP COMPONENT 6: FAITH IN GOD

### MODULE 6.1. FAITH

Time: 40 minutes

Materials Needed:

*Blindfolds*

#### **Objectives:**

To help Claretines

- a) appreciate the necessity of faith in everyday living
- b) practice faith in daily life, as a spiritual category, though not necessarily religious.

#### **Exercise: (10 minutes)**

If the class is small, everyone can participate in this exercise. Ask students to pair up. One student (A) blindfolds the other (B). A then leads B by hand to walk from position X to Y. (This game could be done in a big hall or on playground.) Now, A and B can reverse the roles and do the same exercise.

If the group is large and there is no much space for all to walk around, invite two volunteers and they do the exercise while the rest of the class watch.

#### **Discussion: (15 minutes)**

- Ask the participants to share their experience with the class.
- Was it difficult placing faith in the other? Could they trust the other easily? How did their body react initially? What made them let go of the fear?
- Ask the audience to share their observations.
- Question: Is faith a rare, special category or is it an everyday requirement without which life cannot go on?

#### **Input (10 minutes)**

Definition of faith:

= Complete trust or confidence in someone or something.

= "Faith is the assurance of things hoped for, the conviction of things not seen."  
(The Bible: Hebrews 11:1)

- But faith is not necessarily a religious category; but faith is a primarily a spiritual category.
- Faith as every day category.
- Life is difficult – nearly impossible – without faith and its core, trust.
- Everyday example: placing faith in –
  - the building where they are seated
  - the food parents cook
  - the bus they travel
  - the friends with whom one shares secrets/concerns
  - the life partner
  - the earth on which one walks
  - the goodwill and love of the parents
  - *Ask students to come up with everyday examples....*
- Faith is related to trust and love. Faith makes life possible and others lovable.

#### **Conclusion (5 minutes):**

Invite a student to summarize the ideas from the session and what he/she has learned.

## **MODULE 6.2. GOD CONCEPT**

Time: 40 minutes

Materials Needed:

- Writing Materials

### **Objectives:**

To help Claretines

- a) recognize the source of the kind of concept of God that they develop.
- b) appreciate how such God concepts can be relative and do not have to be absolute.
- c) become more flexible and less dogmatic in their ideas of God.

### **Activity: (10 minutes):**

- Ask students to draw “God”—according to how each one understands God. Assure them that there are no right or wrong drawing, and the drawing does not have to be artistically sound, but you are only interested in getting to know how they picturize God.
- Allow 5 minutes for the exercise.
- At the end of the drawing, ask students to write 5 to 6 adjectives about God.
- Now ask students to write 3 to 4 adjectives about their parents.
- Allow a few minutes for students to view their neighbors’ drawings and comments about God and parents.

### **Discussion: (10 minutes)**

- Are most drawings indicative of the religious background from which the students come?
- Do the adjectives reflect the religious teachings to which a student subscribes?
- Do the drawings and adjectives have some similarities to how a student views one’s parents?
- What conclusions can be drawn from this exercise?

### **Input (15 minutes)**

- How does God look like? No one has seen God! Philosophically, “God” is beyond human understanding.
- Our understanding of God is often shaped by two sources:
- (a) Our experience with our parents, who are “god-like” for us in our early formative years (ages 1-5). If our experience with the parents is positive, our understanding of God tends to be positive, and vice versa.
- (b) Our religious traditions into which we are born. Generally, most people tend to accept the religious teachings uncritically.
- Often two deep-rooted emotional experiences colour our image of God – Fear and Love.
- However, the fact remains that no one has “seen” or understood God...
- Hence, whose understanding is right? Why do people kill in the name of God?
- Is it not possible to appreciate one’s own understanding of God and allow space and tolerance for another’s understanding of God?
- The Story “Elephant and the Rat” (by Tony D’ Mello in his *Song of the Bird*):

*An elephant was enjoying a dip in a Jungle pool when a rat came up to insist that he get out. “I won’t,” said the elephant. “I insist you get out this minute,” said the rat.*

*“Why?”*

*“I shall tell you that only after you are out of the pool.”*

*“Then I won’t get out.”*

*But he finally lumbered out of the pool, stood in front of the rat and said, "Now then, why did you want me to get out of the pool?"*

*"To check if you were wearing my swimming trunks," said the rat.*

*An elephant will sooner fit into the trunks of a rat than God into our notions of him.*

**Conclusion: (5 minutes)**

- Ask a student to summarize the key points and insights learned from the session. Invite students to continue to reflect personally on the formative influences on their God-concept.

## **MODULE 6.3. RELIGIOUS HARMONY**

Time: 40 minutes

Materials Needed:

*None.*

**Objectives:**

To help Claretines

- a) recognize the universal human values upheld by different religious traditions.
- b) appreciate the need for religious harmony.
- c) develop interest in learning about various religious traditions.

**Activity: A Walk in the Other's Shoes (15 minutes)**

- Ask for 6 volunteers from different religious traditions (e.g., Donyi Polo, Hinduism, Islam, Christianity, Buddhism, etc.)
- Form three pairs from them in such a way that no two persons of the same religion form a pair. Designate one member as "A" and the other, "B".
- Ask all "A"s to explain to "B" five cardinal ethical principles of their religion. All "B"s must attentively listen to the As, asking for clarifications, if any. Allow 5 minutes for the exercise.
- Now, Bs will take turn to describe to the entire class what he/she has learned about the religion of the respective As. Students may ask for clarifications, to which Bs must answer. They can seek help from A, but the answering must be done by B. Each B gets 3 minutes.

**Discussion I: (10 minutes)**

- Ask the As to describe how they felt about Bs description of A's religious teachings. Did As feel understood and properly communicated?
- Ask the Bs about how they felt about A's religious teachings which they communicated to the class? Did Bs feel they had a better understanding of A's religious perspectives?

**Discussion II: (10 minutes)**

- To the entire class: How similar or different are the cardinal teachings of various religions that they listened to? Are there more similarities than differences? Presumably, there must be more similarities.
- If so, why should there be fights and wars and violence in the name of religion? Can we not appreciate each other's religions and connect with them at the level of universal human values they uphold?

**Concluding Input (5 minutes)**

- Need for religious harmony and co-existence in India.
- Taking efforts to learn about what is good in another's religion helps one appreciate and accept the other better.

## **CHEP COMPONENT 7: INTEGRITY**

### **MODULE 7.1. SINCERITY**

Time: 40 minutes

Materials Needed:

*Writing materials.*

#### **Objectives:**

To help Claretines

- a. Value sincerity
- b. Practice sincerity

#### **Discussion (5 minutes)**

##### ***What is integrity?***

Character is the sum of qualities shown up in a person or group, moral or ethical strength, and the description of a person's attributes, traits and abilities. Character is who you are.

Integrity is steadfast adherence to a strict moral or ethical code, being unimpaired, sound, whole and undivided.

Integrity can be summed up as doing the right thing for the right reason even when no one is watching.

Being sincere is one of the ways to be a person of integrity.

#### **Input (15 minutes)**

##### ***How to be Sincere***

*Only those who have learned the power of sincere and selfless contribution experience life's deepest joy: true fulfilment.* — Anthony Robbins

Sincerity of feeling, intent and presentation touches the hearts of everyone. But what exactly defines sincerity? And how do you achieve it? No other formula exists for sincerity than to be sincere by being genuine, having faith and trust in yourself, and just being rather than trying to project something that you are not.

1. **Act the same way alone as you do when in the presence of others.** This is the real you and this is the person that people will warm to and trust. If you try too hard to be what you think other people want to see in you, the result will not be sincere and you will spend a lot of time projecting a persona that is not a real part of yourself. That is not only hard work but is ultimately insincere.
2. **Do things out of the goodness of your heart; don't seek a reward or do things to acquire things from people.** When you give without expecting the boomerang effect to occur, the giving becomes an act of sincerity and an expression of your genuine concern for and interest in others. A heart that is worn on the sleeve is evident to others, and people who do this will engender a sense of rapport with others.
3. **Understand that sincerity comes from the heart.** Whatever you do or say, it is vital to mean to do or say it and to back it up with your beliefs. You cannot be sincere if you say you like chocolate when you hate it. You cannot be sincere when you compliment someone but deep inside you detest him or her. You cannot be sincere when you apologize just for the sake of disarming the person that you

- offended, with the motive of future revenge. Don't do it or say it, unless you believe it from your heart.
4. **Use positive affirmations.** Always seek the good in you, in others, in situations. Try to place yourself in the other person's shoes to see where they are coming from. When negative connotations arise, use your positive affirmations to override the negatives and to try to find the silver lining in any situation. Sincerity thrives on effort to think the right way.
  5. **Don't over-polish things.** Sincerity is about immediacy, spontaneity, spur-of-the-moment responses that well up from your genuine self. Polishing responses (whether by e-mail, speech, letter or otherwise) often removes the sincerity and replaces it with overlays of caution, attempted perfectionism and maybe even sugar-coating. The difference is detectable by the recipient and can mean the difference between you getting that deadline shifted, getting that job, getting that understanding you so very much need... or not.
  6. **Get rid of material neediness.** Sincerity is advanced when you are open to having others in your life and when you do not feel a need to compare yourself with what others have and what you do not. Material neediness destroys the ability to be sincere because your focus is always on protecting your possessions and aiming to accumulate more instead of looking outwards into the human community around you and perceiving the ways in which you can add substance to it through the goodness of your heart. Learn to let go of this neediness and learn to open your heart to people and your community. In that way, sincerity will become second nature.

### **Tips**

- Ask yourself if your actions are being done to get noticed or if they're done from the heart.
- Try volunteering and contributing to the community in the most giving way possible.
- Don't worry if you have been inconsistent. Sincerity takes time to nurture.
- Ask yourself how many times you say something or do something and end up feeling a sense of dissonance.
- Get along with the people you can, and stay away from the ones you can't. Keeping a friendship in limbo not only hurts the other, but yourself as well.

### **Activity: (10 minutes)**

#### ***Story: A very special seed***

A successful businessman was growing old and knew it was time to choose a successor to take over the business. Instead of choosing one of his directors or his children, he decided to do something different. He called all the young executives in his company together.

He said, "It is time for me to step down and choose the next CEO. I have decided to choose one of you." The young executives were shocked, but the boss continued, "I am going to give each one of you a seed today – one very special seed. I want you to plant the seed, water it, and come back here one year from today with what you have grown from the seed I have given you. I will then judge the plants that you bring, and the one I choose will be the next CEO."

One man, named Jim, was there that day and he, like the others, received a seed. He went home and excitedly, told his wife the story. She helped him get a pot, soil and compost and he planted the seed. Every day, he would water it and watch to see if it

had grown. After about three weeks, some of the other executives began to talk about their seeds and the plants that were beginning to grow.

Jim kept checking his seed, but nothing ever grew. Three weeks, four weeks, five weeks went by, still nothing. By now, others were talking about their plants, but Jim didn't have a plant and he felt like a failure.

Six months went by — still nothing in Jim's pot. He just knew he had killed his seed. Everyone else had trees and tall plants, but he had nothing. Jim didn't say anything to his colleagues, however, he just kept watering and fertilizing the soil. He so wanted the seed to grow.

A year went by and the CEO asked the young executives to bring their plants to work for inspection.

When Jim told his wife that he wasn't going to take an empty pot, she asked him to be honest about what happened. Jim felt sick to his stomach, it was going to be the most embarrassing moment of his life, but he knew his wife was right. He took his empty pot to the board room.

When Jim arrived, he was amazed at the variety of plants grown by the other executives. They were beautiful – in all shapes and sizes. Jim put his empty pot on the floor and many of his colleagues laughed, a few felt sorry for him!

When the CEO arrived, he surveyed the room and greeted his young executives. Jim just tried to hide in the back. "My, what great plants, trees and flowers you have grown," said the CEO. "Today one of you will be appointed the next CEO!"

All of a sudden, the CEO spotted Jim at the back of the room with his empty pot. He asked Jim to come to the front of the room. Jim was terrified. He thought, "The CEO knows I'm a failure! Maybe he will have me fired!"

When Jim got to the front, the CEO asked him what had happened to his seed. Jim told him the story. The CEO asked everyone to sit down except Jim. He looked at Jim, and then announced to the young executives, "Behold your next Chief Executive Officer — Jim!"

Jim couldn't believe it. Jim couldn't even grow his seed. "How could he be the new CEO?" the others said.

Then the CEO said, "One year ago today, I gave everyone in this room a seed. I told you to take the seed, plant it, water it, and bring it back to me today. But I gave you all boiled seeds; they were dead – it was not possible for them to grow.

"All of you, except Jim, have brought me trees and plants and flowers. When you found that the seed would not grow, you substituted another seed for the one I gave you. Jim was the only one with the sincerity, courage and honesty to bring me a pot with the seed I gave in it. Therefore, he is the one who will be the new Chief Executive Officer!"

**Discussion: (10 minutes)**

What are the reasons for a person to be insincere?



## **MODULE 7.2. INTELLECTUAL INTEGRITY**

Time: 40 minutes

Materials Needed:

LCD projector, computer and speakers

### **Objectives:**

To help Clarettines

- a. Understand what intellectual integrity is
- b. Value and inculcate integrity in intellectual pursuits.

### **Input (10 minutes)**

**Intellectual integrity** is **defined** as recognition of the need to be true to one's own thinking and to hold oneself to the same standards one expects others to meet.

Integrity literally means wholeness, and has an implication of honesty and morality. One who displays intellectual integrity would be one whose intellectual works (writings, speeches) were free from dishonesty, shortcuts, plagiarism, etc. It would be someone who never uses faulty logic, and who is admired for making beneficial use of his/her intelligence.

Opposites of intellectual integrity would be intellectual dishonesty, intellectual laziness, or being intellectually devious.

Intellectual Integrity is a fundamental component of a student's education and character development.

### ***Threat to Intellectual Integrity***

1. Plagiarism: willful and accidental. Consequences of plagiarism.

### **Activity: VIDEO PRESENTATION 'THE STRAY PATH'**

### **Discussion (15 minutes):**

- What are the dangers of lacking intellectual integrity?
- What are the advantages of being a person who practices Intellectual Integrity?

### **Concluding Remark (5 minutes):**

#### **Traits of a person with Intellectual Integrity**

- I hold myself to the same rigorous standards of thinking and behaviour to which I hold others.
- I strive to treat every viewpoint in an unbiased way without reference to my own vested interests.
- I dare to question and challenge popular or long-held beliefs in the face of new information and evidence.
- I rely on the critical thinking process and trust its results.

- I continue to struggle with confusion, frustration and uncertainty to gain understanding.
- I acknowledge my biases and limits of my knowledge.
- I independently think through questions and problems.
- I consider others' perspectives in order to accurately reconstruct their viewpoints.

(Source: <https://louisville.edu/ideastoaction/-/.../i2a-poster-intellectual-traits.pdf>)

### **MODULE 7.3. FIDELITY**

Time: 40 minutes

Materials Needed:

LCD projector, pens papers.

#### **Objectives:**

To help Claretines

Develop family values of love and commitment.

Become individual who will be loyal to their spouses.

#### **Input (20 minutes)**

Fidelity means faithfulness to a person, cause, or belief, demonstrated by continuing loyalty and support.

**Synonyms:** Loyalty, allegiance, faithfulness, committment

Commitment towards one's partner can go a long way in creating a happy family. A happy family ensures that all members find fulfillment.

As one prepares to settle in life and start a family one must be aware that being committed to one's partner is of utmost importance. Marital Infidelity threatens the very stability of a marriage. Let us now discuss some important points with regard too fidelity.

#### **How & Why to be committed towards your partner?**

1. **Committed couples tend be more emotionally supportive than uncommitted ones.** They know when their partner is hurt, or crabby, or elated, and they validate those feelings as genuine and legitimate. Unsupportive spouses challenge their partner's feelings with statements such as "You shouldn't feel that way," or "Quit feeling sorry for yourself."
2. **People who are committed also share their thoughts deeply.** They go beyond the weather and sports, to describe what we're thinking, feeling, dreaming, and scheming. Couples who believe that their spouses should be able to mind read (i.e., know what they are thinking without having to tell them) struggle relationally.
3. **Committed couples enjoy "expressive interaction."** Their behavior shows affection, empathy, and the kind of warmth toward each other that translates into feelings of companionship, sexual responsiveness, and support. In other words, committed partners engage. They put down the paper, turn off the TV,

offer “two-eye attention” and connect with their spouse.

4. **Committed spouses also pay more attention to “little things”** to show their love and concern. Calling up during the day, or going on dates affirmed their commitment. They also write notes, pray together, and try to listen well. Conveying commitment isn’t showy, but subtle and common. But we still have to do it.

### **Showing commitment through faithfulness**

The evidence above is encouraging. Committed couples interact with each other in distinctly positive ways. But how do we communicate faithfulness? Perhaps we should start with asking **what is faithfulness?**

For many the answer is “sexual fidelity”

However, before physical infidelity becomes an issue there are two precursors: mental and emotional unfaithfulness. In all three cases, infidelity violates a trust and breaks a bond.

### **Mental infidelity is the practice of fantasizing about other partners.**

Whenever men think “I wonder what life would be like with her,” you’ve crossed the line.

Whenever women think “I love the way he listens to me,” they invest their thoughts untruly.

Anytime our thoughts or beliefs begin to entertain ideas of relating to, spending time with, enjoying sex with, or daydreaming about someone else besides our mate, we’ve committed mental infidelity.

The Bible says that even thoughts can be adulterous.

### **How do we exercise fidelity? Here are some tips.**

#### ***Mental purity: My thoughts are with you always***

Since men tend to be visually stimulated much more than women, we need to guard our eyes. Today’s media elite do not make it easy for us. They know sex sells, so they try to hook us with sex at every turn.

1. **Are you surfing websites you know are off limits?** Are you watching late-night TV or renting movies you would not watch with your kids? If you answer “yes” you’ve got some tough choices.
2. **When you walk in the town, where do your eyes go?** When you walk with your wife in the mall, what grabs your attention? If we commit our gaze to God and our wife, we may fall prey less to other women’s hair, legs or..... Can we say to our wife, I only have eyes for you?

Women tend to be relationally charged, and unlike men, need to guard how they think about other relationships. While good men may be hard to find, a really great guy can get you thinking unfaithfully.

3. **What thoughts cross your mind** when your male friend listens empathetically

to your woes? What fantasies do you indulge regarding that guy at college or work? Do you engage in dreamy relationships with your favorite cinema star? When we begin to entertain unfaithful thoughts or beliefs, it's good to do a check and control ourselves and think of our partners. Focusing afresh on our spouse redeems our thinking.

**Source:** *Adapted from "Commitment and Faithfulness: Being true to your spouse"*  
*Written by Dr. Bill Strom*

**Activity: Video Presentation on Fidelity (10 Minutes)**

**Discussion (10 minutes):**

- Why do you think fidelity is important in marriage
- What are the threats to a stable marriage?

## **CHEP COMPONENT 8: PEACE**

### **MODULE 8.1. NONVIOLENCE**

Time: 40 minutes

Materials Needed:

*Paper cuttings (10-15) of pictures/events/people associated with nonviolence, violence, peace, etc.*

*Chart Board*

*Writing Materials*

#### **Objectives:**

To help Claretnines

- a) understand the concept of nonviolence in its positive, constructive sense.
- b) recognize dialogue as the means to understand the other and effect change.
- c) work out one non-violence project for implementation.

#### **Exercise 1: (5 minutes)**

- Invite two volunteers.
- Ask volunteer A to make a fist.
- Ask volunteer B to get A's fist open. "Use any means you like."
- Allow 3 minutes. Most probably, B will use forceful means (violence) which will lead A to make the fist stronger.
- After 3 minutes, stop the exercise.

#### **Discussion: (10 minutes)**

- Ask B: "Why didn't you simply ask A to please open the fist?" (He/she may say that he/she thought he had to do it by force.
- Ask A: "Why did you become more defensive when B tried to open your fist?" (A may respond that he/she thought he/she had to keep the fist closed. Then the facilitator may respond: "In that case, you could have asked me and I would have clarified that you didn't have to keep the fist closed for ever."
- Discuss with the class: When we need to change the other, why do we think of violence as the first means? And violence begets more defensive and violent behaviour: When B used violence, A become more defensive and resistant to change.
- Dialogue and communication as the best means to change the other/world. Or even to understand the perspective of the other and clarify misunderstandings.

#### **Exercise 2: (10 minutes)**

- Pre-select 10 – 15 paper cuttings of pictures of events, people, and symbols that are associated with violence and non-violence.
- Put them up on a chart board.
- Invite students to classify the pictures as to whether it is indicative of violence or non-violence.
- For each choice, ask what made them choose the category.
- Write down the responses on the board.
- Based on their answers, make a list of qualities that constitute non-violence.

#### **Input: (10 minutes)**

- The Oxford Dictionary defines nonviolence as "the policy of using peaceful method, not force to bring about political or social change."

- Nonviolence is an umbrella term for describing a range of methods for dealing with conflict, which share the common principle that physical violence, at least against other people, is not used.
- Indian Concept of “Ahimsa”: “Ahimsa Paramodharma.” The word “Ahimsa”, sometimes spelt as “Ahinsa” comes from the Sanskrit root, *hims* = to strike. *Himsa* is injury or harm, hence *a-himsa* is non-harming or non-violence.
- Why ahimsa? Because, all living beings have the spark of the divine spiritual energy; therefore, to hurt another being is to hurt oneself.
- Ahimsa to be practiced in thoughts, words, deeds.
- Ahimsa is part of the “Raja Yoga of Patanjali. It is one of the five “Yamas” (“restraints”) which make up the code of conduct, the first of the eight limbs of classical yoga.
- Famous historical figures who championed Ahimsa: Jesus, Gandhi, Martin Luther King, Nelson Mandela, Desmond Tutu, etc.

### **Discussion & Wrap Up (5 minutes)**

- Discuss how many of these leaders used dialogue to understand the other and effect change in the world.
- Invite students to think up one nonviolent idea/project to implement in their context/world.

## **MODULE 8.2. RESPECT**

Time: 40 minutes

Materials Needed:

- Writing Materials

### **Objectives:**

To help Claretines

- a) recognize the importance of respecting the other, appreciating his/her uniqueness.
- b) Understand various categories of respect.
- c) treat differences as uniqueness and not as threats.

### **Exercise: (10 minutes):**

Divide the class into groups of 10. Seat each group in a circle. Distribute a sheet of paper each. Ask each one to write his/her name on it. Let them pass each paper clock-wise. As each member receives a paper with a member’s name, think of that member’s one good quality, and write it in appreciative tone at the bottom of the paper. Each person writes one thing he/she values about the member whose name is on the sheet, folds it so the next person cannot see what he/she has written, and passes it on. This continues until everyone receives back the sheet with their name on it. Have each person silently read what others have written, and encourage them to preserve this list and look at it any time they feel their self-respect or confidence goes down.

### **Discussion: (10 minutes)**

- Ask students to share how they felt about what their friends wrote about them.



- Ask students to share how they felt about writing appreciative remarks about the members and if the act of thinking and writing positive things about the other increased their sense of respect and positive feeling towards them.
- Encourage them to keep the paper as a souvenir.

### **Input (15 minutes)**

Why respect others?

Kinds of respect one should show others:

- Respect for feelings
- Respect for differences
- Respect for Rules
- Respect for Beliefs (religious, cultural, etc.)
- Respect for One's own Self

“Familiarity breeds contempt” (Proverb). Why? Because we cease to recognize the good qualities of those with whom we live and see only their drawbacks. Hence, the need to consciously choose to see the good and be generous with the not-so-good elements.

- Respect in families
- Respect for elders
- Respect for teachers
- Respect for peers.

Respect begets respect.

### **Assignment: (5 minutes)**

Encourage students to write down one or two acts of respect they can do to practice respect.

Encourage one or two students to share their plans with the class.

## **MODULE 8.3. BEING PEACE AGENTS**

Time: 40 minutes

Materials Needed:

- Two sets of *Red and Blue Cards*
- Writing Materials*

### **Objectives:**

To help Claretines

- appreciate the need to build peace.
- recognize that win-win is better than win-lose.
- learn that working for peace brings progress for all.

### **Exercise (15 minutes): Bank Game**

- Invite 10 volunteers for the game, and divide them randomly into two groups.
- Give one Red and one Blue card to each group.
- Inform them the value of the Cards: Both cards carry Rs.50/- each.
- Task: The group's task is to win as much money as it can. At the count of 3 by the facilitator, the group leader (having consulted the group), must raise one

card. Depending upon the combination of cards raised by both groups, money (points) will be awarded. Points are as follows:

- Red – Red : both groups get Rs.100 each.
- Red – Blue : Red gets Rs.100, Blue loses 50.
- Blue – Blue : both groups get Rs. 100 each.
- Run the game for five rounds. Note down the amount collected on the board. Tally them at the end. Who wins? At whose cost?
- Initiate a discussion. Invite group members to share how they felt about the exercise and their win/loss.
- Repeat the exercise asking both groups to raise Blue. Five rounds. Calculate the amounts.
- Ask the participants and the audience to reflect on the learnings. Which round was a win-win round? Which round was win-lose round?
- Apply to the world situation.

### **Input (10 minutes)**

Discuss the following concepts:

What contributes to building peace?

P- >Polite

E- >Empathic

A->Accepting/Appreciative

C->Collaborative

E->Earnest

Some of the characteristics/traits to be cultivated for becoming peace agents

- 3 Rings (Caring, sharing, bearing)
- Life witness. (Action speaks louder than words)
- Self control
- Slow & steady
- Desire for peace
- Love for humanity
- Spiritually enriched.
- Morally upright
- Ability to forgive & forgo
- Empathic understanding.
- Desire for positive change in society.
- “Be the change you want to see.” :Mahatma Gandhi

### **Class/Individual Assignment (10 minutes):**

- Invite the Class to think up a do-able, simple project to promote peace in their town/village.
- If the students are disinclined to work out a class project, invite them to think of a project they can do individually.
- Encourage them to do it within a given time frame and submit a one-page report (what was done – what objective - how it was done – and what results were achieved.) This report may be displayed on the college notice board/ or shared with the class.

### **Conclusion (5 minutes):**

Discuss the learnings from the session. Ask a student to speak of his/her experience of the session and how he/she will become a peace agent.

## **CHEP COMPONENT 9: CO-OPERATION**

### **MODULE 9.1. TEAM WORK**

**Time:** 40 minutes

**Materials Needed:**

*Broken Squares (annexure)*

**Objectives:**

To help Claretines

Understand what team work is.

Develop good team work skills.

Become good team players.

**Exercise: (15 minutes)**

**Game: Broken Squares**

*(Refer annexure)*

**Input (15 minutes)**

*Team work:* means that people will try to cooperate using their individual skills and providing constructive feedback despite any personal conflict between individuals.

“Most great learning happens in groups. Collaboration is the stuff of growth.”

-Sir Ken Robinson

“Team work limits the lacks and multiplies the success”

“The process of working collaborates with a group of people in order to achieve a goal.”

“Teamwork is individuals working together more than they could do alone but more than that it is satisfying and enjoyable.”

*Why teamwork is needed?*

In a real life, in a society, people are related with one another directly or indirectly, from lower level to upper level, from known to unknown person, all are working as a team.

- a) To solve any problem .( eg- social problems, political problems )
- b) For any developmental work,( eg- social development, economical development, even personality\individual development needed teamwork.

*Why students need Team work?*

- a) It provides valuable opportunities to achieve high quality learning outcomes.
- b) It develops student's confidence and active participation in learning.
- c) Prepare students for work place.
- d) It leads to creative and innovative solutions to complex problems.

**Discussion: : (10 minutes)**

What are the causes of breakup within a team?

What are the qualities of a Team Worker?

- Co-operative,
- mild,
- perceptive
- diplomatic.
- Listens,
- builds,
- averts friction.

### **Concluding Remarks (5 minutes)**

Talent wins games, team work wins championships (Michael Jordan)

Alone we can do so little, together we can do so much (Helen Keller)

## **MODULE 9.2. BUILDING TRUST**

**Time:** 40 minutes

**Materials Needed:**

Pen, paper

### **Objectives:**

To help Claretines

Build trust within and without

Become trustworthy people

### **Activity:**

**Game :** 'Blindfold Trust' (10 Minutes)

1. Make groups(5 each)
2. Ask a person from each group to come forward.
3. Blindfold the selected person from each group and instruct him/ her to free fall backwards with the assurance that two from the group would hold them and prevent them from getting injured
4. Ask two from the group to support the blindfold person while s/he free falls
5. Tell the blindfold people to trust their own groups. Reassure them that they won't let them fall.
6. Note who trusts his/her group or friends blindly.
7. Can go further by asking volunteers to free fall forwards.

### **Input (15 minutes):**

*You may be deceived if you trust too much, but you will live in torment if you don't trust enough.*

– Frank Crane, American minister and author

### **Strategies for Building Trust**

A leader should start the process of building trust within his/her team

1. Lead by example
2. Communicate Openly
3. Know each other personally
4. Don't place blame
5. Discourage Cliques
6. Discuss trust issues

**Discussion (10 Minutes)**

What makes a trustworthy person?  
Why is it necessary to trust?

**Concluding Remark (5 minutes):**

*How great leaders build trust (Source: Stephen M R. Covey)*

1. Talk Straight
2. Demonstrate Respect
3. Create Transparency
4. Right Wrongs
5. Show Loyalty
6. Deliver Results
7. Get Better
8. Confront Reality
9. Clarify Expectation
10. Practice Accountability
11. Listen First
12. Keep Commitments
13. Extend Trust

**MODULE 9.3. CONFLICT RESOLUTION**

**Time:** 40 minutes

**Materials Needed:**

LCD Projector, Pens, paper.

**Objectives:**

To help Claretines

- a. Become effective conflict resolvers
- b. Uphold peaceful means to resolve conflicts

**Input (20 minutes)**

**Conflict resolution**, otherwise known as reconciliation, is conceptualized as the methods and processes involved in facilitating the peaceful ending of **conflict** and retribution.

Conflict triggers strong emotions and can lead to hurt feelings, disappointment, and discomfort. When handled in an unhealthy manner, it can cause irreparable rifts, resentments, and break ups. But when conflict is resolved in a healthy way, it increases our understanding of one another, builds trust, and strengthens our relationship bonds.

**Unhealthy responses to conflict are characterized by:**

- Inability to recognize and respond to matters of great importance to the other person
- Explosive, angry, hurtful, and resentful reactions
- The withdrawal of love, resulting in rejection, isolation, shaming, and fear of abandonment
- The expectation of bad outcomes
- The fear and avoidance of conflict

**Healthy responses to conflict are characterized by:**

- The capacity to recognize and respond to important matters
- A readiness to forgive and forget
- The ability to seek compromise and avoid punishing
- A belief that resolution can support the interests and needs of both parties

**Successful conflict resolution depends on your ability to:**

- Manage stress while remaining alert and calm. By staying calm, you can accurately read and interpret verbal and nonverbal communication.
- Control your emotions and behavior. When you're in control of your emotions, you can communicate your needs without threatening, frightening, or punishing others.
- Pay attention to the feelings being expressed as well as the spoken words of others.
- Be aware of and respectful of differences. By avoiding disrespectful words and actions, you can resolve the problem faster.

**When you want to resolve a conflict....**

**Remain calm.** Try not to overreact to difficult situations. By remaining calm it will be more likely that others will consider your viewpoint.

**Express feelings in words, not actions.** Be specific about what is bothering you. Vague complaints are hard to work on.

**Deal with only one issue at a time.** Don't introduce other topics until each is fully discussed. This avoids the "kitchen sink" effect where people throw in all their complaints while not allowing anything to be resolved.

**No "hitting below the belt."** Attacking areas of personal sensitivity creates an atmosphere of distrust, anger, and vulnerability.

**Avoid accusations.** Accusations will cause others to defend themselves. Instead, talk about how someone's actions made you feel

**Don't generalize.** Avoid words like "never" or "always." Such generalizations are usually inaccurate and will heighten tensions.

**Avoid "make believe."** Exaggerating or inventing a complaint or your feelings about it will prevent the real issues from surfacing. Stick with the facts and your honest feelings.

**Don't stockpile.** Storing up lots of grievances and hurt feelings over time is counterproductive. It's almost impossible to deal with numerous old problems for which interpretations may differ. Try to deal with problems as they arise. Avoid clamming up.

**[Source: The Counseling & Mental Health Center at The University of Texas at Austin]**

**Activity: Video on Conflict Resolution (10 minutes)**

**Discussion (10 minutes):**

- Why is it necessary to resolve conflicts?
- What are the possible ways to resolve conflicts?
- Which is the best way to resolve conflicts?



## CHEP COMPONENT 10: PERSONAL COMPETENCE

### MODULE 10.1. SELF ESTEEM

**Time:** 40 minutes

**Materials Needed:**

*Writing materials.*

**Objectives:**

To help Claretines

a) develop self-esteem

**Exercise: (5 minutes)**

***Thought Provoking story:***

A beggar was sitting at a train station with a bowl full of pencils. A young executive passed by and dropped a dollar into the bowl, but didn't take any pencils. He then boarded the train. Just before the doors were to close, the executive suddenly exited the train and went back to the beggar. He grabbed a bunch of pencils and said, "I will take some pencils. They are priced right. After all, you are a business person and so am I," and he dashed back onto the train.

Six months later, the executive attended a party. The beggar was also there, dressed in a suit and tie. The beggar recognized the executive, went up to him, and said, "You probably don't recognize me, but I remember you." He then narrated the incident that had happened six months before. The executive said, "Now that you remind me, I do recall that you were begging. What are you doing here in a suit and tie? The beggar replied, "You probably don't know what you do for me that day. Instead of giving me charity, you treated me with dignity. You grabbed the bunch of pencils and said, "They are priced right. After all, you are a business person and so am I." After you left, I thought to myself-what am I doing here? Why am I begging? I decided to do something constructive with my life. I packed my bag, started working and here I am. I just want to thank you for giving me back my dignity. That incident changed my life."

A lesson: What changed in the beggar's life? What changed was that his self-esteem went up and so did his performance. This is the magic of self-esteem in our lives.

**Input (20 minutes)**

**What is self-esteem?**

Simply, it is how we feel about ourselves. Our opinion of ourselves critically influences everything- our lives/role as a student, our performance at work, our relationships, to our accomplishments in life. In the words of Nathaniel Branden, self-esteem is the experience that we are appropriate to life and to the requirements of life. More specifically, self-esteem is:

1. Confidence in our ability to think, confidence in our ability to cope with the basic challenges of life; and
2. Confidence in our right to be successful and happy, the feeling of being worthy, deserving, entitled to assert our needs and wants, achieve our values, and enjoy the fruits of our efforts.

Self-esteem has two interrelated components. One is a sense of basic confidence in the face of life challenges: *self-efficacy*. The other is a sense of being of happiness: *self-respect*.

To sum up, *Self-esteem is the disposition to experience oneself as competent to cope with the basic challenges of life and as worthy of happiness.*

Self-esteem is life supporting and life-enhancing.

### **Dynamics of the concept**

*Self-esteem-two sided: [High (healthy) vs. Low (poor)]*

- With high self-esteem, a person is more likely to persist in the face of difficulties. With low self-esteem, a person is more likely to give up or go through the motions of trying without really giving his/her best.
- Healthy self-esteem correlates with rationality, realism, intuitiveness, creativity, independence, flexibility, ability to manage change, willingness to admit (and correct) mistakes, benevolence, and cooperativeness. Poor self-esteem correlates with irrationality, blindness to reality, rigidity, fear of the new and unfamiliar, inappropriate conformity or inappropriate rebelliousness, defensiveness, over compliant or over controlling behaviour, and fear of or hostility towards others.
- High self-esteem seeks the challenge and stimulation of worthwhile and demanding goals. Reaching such goals nurtures good self-esteem. Low self-esteem seeks the safety of the familiar and undemanding. Confining oneself to the familiar and the undemanding serves to weakened self-esteem.

High self-esteem individual Vs Low self-esteem individual:

<u>High self-esteem</u>	<u>Low self-esteem</u>
Talk about ideas	Talk about people
Caring attitude	Critical attitude
Humility	Arrogance
Respects authority	Rebels against authority
Courage of conviction	Goes along to get along
Confidence	Confusion
Concerned about character	Concern about reputation
Assertive	Aggressive
Accepts responsibility	Blames the whole world
Self-interest	Selfish
Optimistic	Fatalistic
Understanding	Greedy
Willing to learn	Know it all
Sensitive	Touchy
Solitude	Lonely
Discuss	Argue
Believes in self-worth	Believes in net worth only
Guided	Misguided
Discipline	Distorted sense of freedom
Internally driven	Externally driven
Respects others	Look down on others
Enjoys decency	Enjoys vulgarity
Knows limit	Everything goes
Giver	Taker

*Self-esteem-basic elements:*

Self-trust- To trust one's mind and to know that one is worthy of happiness is the essence of self-esteem. This conviction about oneself is more than a judgement or a feeling. It is a motivator-It inspires behaviour. In turn, it is directly affected by how we act. The level of our self-esteem influences how we act, and how we act influences the level of our self-esteem.

If one trust her/his own mind and judgment, he/she is more likely to operate as a thinking being- exercising ability to think, bringing appropriate awareness to one's activities-life works better-this reinforces trust in the mind. If one distrust her/his own mind and judgment, he/she is more likely to be mentally passive, to bring less awareness than he/she need to his/her activities, and less persistence in the face of difficulties.

Self-respect- If a person respect himself/herself and require that others deal with him/her respectfully, he/she send out signals and behave in ways that increase the likelihood that others will respond appropriately. When they do, he/she is reinforced and confirmed in his/her initial belief. If one lacks self-respect and consequently accept discourtesy, abuse, or exploitation from others as natural, he/she unconsciously transmit this, and some people will treat him/her at his/her self-estimate. When this happens, and he/she submit to it, his/her self respect deteriorates still more.

*Self-esteem as a Basic need:*

A need is that which is required for our effective functioning. We do not merely *want* food and water, we *need* them; without them, we die. However, we have other nutritional needs, such as calcium, whose impact is less direct and dramatic. Self-esteem is a need analogous to calcium, rather than to food or water. Lacking it to a serious degree, we do not necessarily die, but we are impaired in our ability to function.

Self-esteem as a need is to say:

That it makes an essential contribution to the life process.

That it indispensable to normal and healthy development.

That it has survival value.

### **Discussion:: (10 minutes)**

#### **Reflect on**

- Self-love
- Self-confidence
- Self-worth
- Self-acceptance
- Self-knowledge
- Self-discipline

#### **References:**

Branden, N. (). *The Six pillars of Self-esteem*.

Burns, D. D. (1993). *Ten Days to Self-esteem*. New York: Quill William

Khera, S. (2004). *You can win*. New Delhi: MacMillan

## **MODULE 10.2. INTERPERSONAL SKILLS**

Time: 40 minutes

Materials Needed:

Writing Materials

### **Objectives:**

To help Claretines

- a) To improve focus listening.
- b) To increase efficiency in inter-personnel communication.
- c) To improve academic performance.
- d) To enhance subsequent professional competence.

### **Activity: Exercise on effective inter-personal communication skill: (5 minutes)**

Concentric Circles- Focus Listening

- I. Pair selection will be selected randomly on the spot.
- II. Each pair there will comprise of a speaker and a listener. Apart from these pairs, one more pair will be selected who will give briefing on the exercise at the end.
- III. Each speaker will be allotted a specific time to talk on a topic.
- IV. If the speaker runs out of things to say then the listener may ask question to help the speaker out.
- V. At the end of the specified time the listener will get a chance to evaluate how well he/ she had listened and to say a few words about what he/she liked best in what the speaker had said.
- VI. The pair will be switched around and now the speaker can become the listener and vice versa. After this round the pairs will be rearranged so that each finds a new partner and then second round begins in the same procedure.
- VII. At the end assigned students will summarize the communication.

*Note: Teacher will provide the speaker with some common topic, e.g. ,self-esteem, leadership, etc.*

### **Input (20 minutes)**

**What are some factors that prevent building and maintaining positive relationships?**

1. Selfishness
2. Lack of courtesy
3. Inconsiderate behavior
4. Not meeting commitments
5. Rude behavior
6. Lack of integrity and honesty
7. Self-centeredness
8. Arrogance
9. Conceit (Since nature abhors a vacuum, she fills empty heads with conceit)

**Building positive relationship:** one needs to understand and differentiate the fine lines between negative and positive traits of one's personality.

**The difference between Ego and Pride:** The biggest hurdle in building a positive relationship is ego. Ego is an unhealthy pride that results in arrogance. Healthy pride

is a feeling of the pleasure of accomplishment with humility. Ego gives a swollen head while pride gives a swollen heart. A big head gives headache whereas a big heart gives humility. No matter what the size of a person's accomplishments is, there is never an excuse for having a big head.

**Ego- The “I know it all” attitude:** To an egocentric person, the world begins and ends and revolves around him. A boss asked one of his employees ‘how badly he wanted a raise’. The employee said, “Real badly. I have been praying to God for one”. The Boss replied, “You are not going to get it because you went over my head”. An Egoist talks down to and looks down on others.

**What is the difference between selfishness and self-interest?**

Selfishness is negative and destructive. It destroys relationship because it is based on negative values. It believes in Win-lose principle. Self-interest is positive. It welcomes prosperity, peace of mind, good health and happiness. Self-interest believes in Win-win situation.

**Envy/Jealousy- Crab mentality.**

Do you know what? If you put a group of crabs in a box with an open top, the crab will stay in a box? The crab could easily crawl out of the box and go free. But this does not happen, because the crab mentality does not let it happen. The moment one crab starts crawling up, the other pulls it down and nobody gets out.

The same thing is true with people who are jealous. They never get ahead in life and prevent others from succeeding. Jealousy is a sign of poor self-esteem. The biggest problem comes when jealousy becomes part of nation's character. It results in disastrous consequences. Jealousy corrupts peoples and countries.

**One should have an open mind rather than an empty mind.**

An open mind is flexible; it evaluates and may accept or reject ideas and concepts based on merit. An empty mind is a dumping ground for good and bad. It accepts without evaluation.

**We see things not the way they are but the way we are.**

A wise man was sitting outside his village when a traveler came up and asked, “I’m looking to move from my present village- what kind of people lives in this village?” The wise man asked, “What kind of people lives in your village?” the man said, “They are mean, cruel, and rude”. The wise man replied “The same kind of people lives in this village too”. After some time, another traveler came by and asked the same question, and the wise man asked him “What kind of people lives in your village?” and the traveler replied, “The people are very kind, polite and good.” The wise man said, “You will find the same kind of people here too.”

Most of the time, other people's behavior is a reaction to our own. If our motives are good, we assume the motives of others are good too. If our intentions are bad, we assume that the intentions of others are bad.

**Trust**

All relationships are trust relationships. Relationship between parents and child, husband and wife, student and teacher, employer and employee, etc. is all trust relationship. How can we have trust without integrity? Crisis in trust means crisis in truth. Trust results from being trustworthy.

What are the factors that build trust?

- Reliability and consistency- gives predictability and comes from commitment building confidence
- Respect and integrity- respect to self and others gives dignity and shows a caring attitude. Integrity is the key-ingredient to trust
- Openness and Acceptance- openness shows a willingness to listen and share your views. Acceptance- we need to accept each other with our plusses and minuses
- Competence and Character- competence comes when a person has the ability and attitude to serve. Character- a person may have all the competence but if he lacks character he can't be trusted
- Courage and Fairness- a person who lacks courage will let you down in crises and fairness- appeals to justice and integrity

**Discussion (15 minutes):**

*Self-evaluation of personality on a scale of 16 point characteristic nature of an undesirable/negative personality:*

- Negative attitude
- Closed mind
- Lack of listening
- Suspicious nature
- Lack of respect for values
- Lack of discipline
- Lack of compassion
- Impatience
- Anger
- Manipulative behaviour
- Escapist behaviour
- Touchy nature
- Inconsistency
- Unwillingness to accept the truth
- Past bad experience
- An uncaring attitude

Most of us may have some of characteristics mentioned above. Some may have more of one than the other. The objective is to evaluate and adjust courses in those areas.

*Grade indicator:*     a) 16/16-undesirable personality  
                               b) 08/16-mean-undesirable personality  
                               c) 0/16-impressive personality

**Concluding Remark (5 minutes):**

Charming manners that disguise a poor character may work in short run. Relationship based on talent and personality alone, without character, make life miserable. Charisma without character is like good looks without goodness. The bottom line is that a lasting, winning combination requires both character and talent.



## MODULE 10.3. LEADERSHIP

**Time:** 40 minutes

**Materials Needed:**

Pens, Paper

### **Objectives:**

To help Claretines

- a. Develop leadership qualities
- b. Become persons who would form good leaders for the society.

### **Activity: Game (15 Minutes)**

Choose one person to be “it” and leave the room. Choose a second person to lead remaining players sitting in a circle. The leader starts a simple motion that everyone else follows together, such as slapping hands against the knees, and then changes the motions periodically. Direct players (before “it” returns) to avoid staring at the leader and revealing his or her identity. “It” comes back to the circle and has three guesses to try to name the leader. If “it” guesses correctly, the leader becomes the new “it.” If “it” doesn’t guess correctly, he or she remains “it” for another round.

### **Discussion:**

- How challenging was it to be the leader?
- How challenging was it to be a part of the group and not give the leader away?
- How challenging was it to be “it”?
- How important is cooperation in the group?

### **Input (20 minutes)**

#### A Few Quotes:

- *There go the people. I must follow them for I am their leader.*  
Alexander Ledru-Rollin.
- *Not the cry, but the flight of a wild duck, leads the flock to fly and follow.*  
Chinese Proverb.
- *If your actions inspire others to dream more, learn more, do more and become more, you are a leader.*  
John Quincy Adams.
- *Be willing to make decisions. That’s the most important quality in a good leader.*  
George S. Patton.
- *A leader is a dealer in hope.*  
Napoleon Bonaparte.

*Who is a leader? (What is Leadership?)*

Leadership: “The art of getting someone else to do something you want done because he wants to do it.” *Dwight D. Eisenhower*

They say that leaders are born, not made. While it is true that some people are born leaders, some leaders are born in the midst of adversity. Often, simple people who have never had a leadership role will stand up and take the lead when the situation they care about requires it. A simple example is parenting. When a child arrives, many parents discover leadership abilities they never knew existed in order to guide and protect their offspring.

Leadership has been described as “a process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task” (Chemers, 1997). For example, some understand a leader simply as somebody whom people follow, or as somebody who guides or directs others, while others define leadership as “organizing a group of people to achieve a common goal.

Intelligence, trustworthiness, humaneness, courage, and discipline are the five inseparable pillars of a true leader. Under the five virtues, a good leader has/does the following qualities/elements.

- ♦ Doing RIGHT THINGS
- ♦ Doing THINGS RIGHT
- ♦ Induct willingness
- ♦ Show the way (exemplify)
- ♦ Activity when resources / morale / confidence are low.

General rules of Leaders:

- Use the opportunity to affirm oneself and others
- Positive thinking
- Listen and respect
- No put down of self and others

*Leadership: How would you do it?*

- ♦ Appreciate.
- ♦ Anger.
- ♦ Motivation.
- ♦ Encouragement.
- ♦ Exemplify (lead by example).
- ♦ Coach
- ♦ Break big task into smaller achievable tasks.
- ♦ Score on emotions.
- ♦ Narrate success in the past.

### **Concluding Remark (5 minutes):**

*Who can be a leader after all?*

*Leadership is a matter of intelligence, trustworthiness, humaneness, courage, and discipline...Reliance on intelligence alone results in rebelliousness. Exercise of humaneness alone results in weakness. Fixation on trust results in folly. Dependence on the strength of courage results in violence. Excessive discipline and sternness in command result in cruelty. When one has all five virtues together, each appropriate to its function, then one can be a leader. [Sun Tzu]*

## **Broken Squares Game Facilitator Packet**

### **Introduce Broken Squares Game:**

“To illustrate some of the principles involved in teamwork, you’ll be divided into small groups to work on a challenging task. Each group will be assigned a non-verbal group problem-solving task and given specific instructions to follow for the exercise. When all groups have completed the task, we’ll discuss the exercise.”

*[Facilitator’s Note: This activity is designed for groups of 5. Rearrange table groups as needed to make groups of 5. If some groups must have 6 each, have one person play the role of observer/judge. Make sure tables are spaced far enough apart so that no group can see the puzzle-solving results of the other groups.]*

### **Provide an Overview of the Game:**

“This exercise is a game. Each team player will be given an envelope containing some puzzle pieces. The purpose of the game is to ‘win’ by assembling 5 equal-sized squares – one in front of each team member. The game will be over after all teams have ‘won’.”

“Has anyone played this game before?” *[If so, ask them to play the role of observer, unless their participation is needed to make an even group of 5.]*

### **Go Over Rules of the Game:**

*[Give a copy of **Broken Squares Rules** to each person and review rules of game]*

“Are there any questions?” ... *[Answer any questions that come up]*

### **Conduct Game:**

“I’m going to hand out the envelopes. Don’t open them until I give you the signal to start.”

*[Give each team a set of Broken Squares (5 envelopes). Make sure each team member receives one envelope.]*

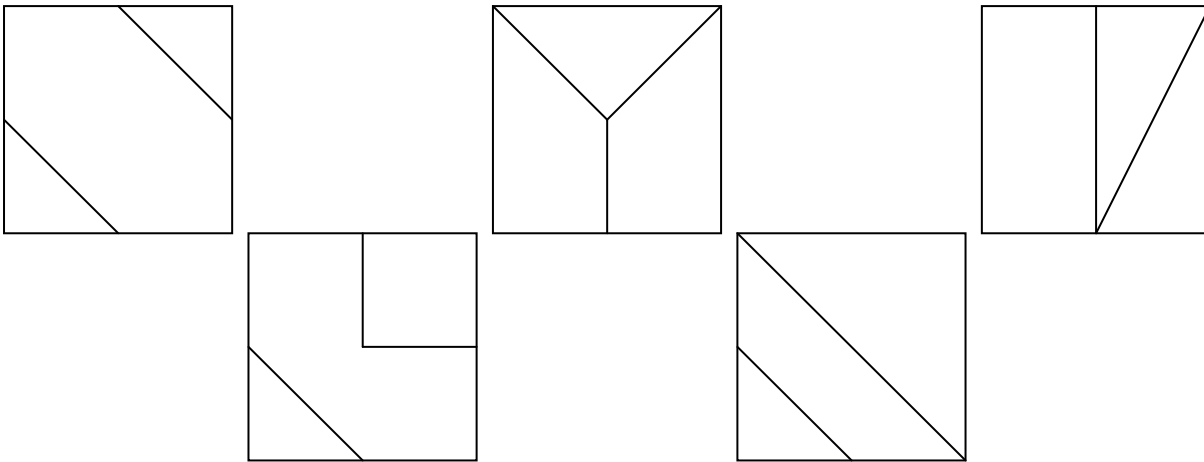
*[Facilitator’s Note: Give each observer a copy of **Broken Squares Observer/Judge Instruction Sheet**. If observer(s) have any questions, take them aside to answer them so that team players do not hear you.]*

“Go ahead and start.”

*[Monitor each group to be sure the rules are being followed and to check group progress. Use the information on the next page to verify correct solutions to the puzzle and to offer hints to any team that is having trouble finishing the game.]*

### **For Teams That Have Finished the Game:**

*[After each team finishes, verify that the squares look like this ...]*



*[As teams finish, applaud and instruct them to put the squares away correctly. (Each piece is numbered and should be placed in the envelope with the corresponding number.) Then advise them that they may **silently** observe the other teams.]*

### **For Teams Having Trouble Finishing the Game:**

*[If, after 7-10 minutes, any team is having trouble finishing the game, stand behind them and read selected hints from the list below, based on the problem(s) they appear to be experiencing. Remind them they need 5 equal-sized squares.]*

#### **HINTS:**

- Rather than looking at what someone else can do, I should look at what I can do.
- Sometimes when I think I have my act together, I really don't.
- If I think the hints do not apply to me, they probably do.
- Sometimes I have to totally give the game away in order to win it.
- Sometimes I have to risk taking action even when I am not sure what I am doing.
- Sometimes it seems like I must give and give and continue to give.
- Sometimes I need to stop and look at the bigger picture in order to see the obvious.

*[If the last group playing still needs assistance, you may direct the observers to applaud when a correct move is made. (No feedback will mean that nothing positive was done.)]*

*[Once all groups have finished the game and all pieces have been put away and collected, call the group to attention to debrief the activity as directed on the next page.]*

## **Discuss the Exercise:**

**“What behaviors did it take to win?”**

*[Allow participants to respond. POSSIBLE RESPONSES include:*

- *100% cooperation*
- *Unselfishness*
- *Determining the needs of others*
- *Give and take]*

**“What behaviors got in the way?”**

*[Allow participants to respond. POSSIBLE RESPONSES include:*

- *Unwillingness to give up pieces*
- *Not looking at other people’s pieces*
- *Trying to take over*
- *Getting frustrated and giving up]*

## **Summarize Key Points About Successful Teamwork:**

“This activity has shown us a number of key points about successful teamwork.”

“First, each individual should:

- Understand the total problem
- Understand how he or she can contribute toward solving the problem
- Be aware of the potential contributions of other individuals.”

“Secondly, you need to recognize the problems of other individuals in order to help them maximize their contribution.”

“And finally, teams that pay attention to their own problem-solving processes are likely to be more effective than teams that do not.”

## **Complete Self-Assessment:**

*[Give each participant a copy of the **Broken Squares Self-Assessment**]*

“Please take about 5 minutes to silently reflect on the self-assessment questions listed on this handout.”

***[Facilitator’s Note: Tell observers to review the questions as they think they would have played the game, except for the last question, which is specifically for them.]***

“At the very bottom of the page, it asks about the nature of teams and how you personally operate. Please share your response to this item with your table group. And if your group included an observer, ask them to share their observations.”

*[Allow participants 10 minutes to reflect and then discuss the final item.]*

**“How is achieving success in this exercise similar to achieving success on the job?”**

*[Allow participants to respond. POSSIBLE RESPONSES include:*

- Having a clear goal helps a team pull together*
- The same elements are essential for cooperation on the job*
- Everyone had the opportunity to contribute to the effort]*

## **Broken Squares Observer/Judge Instruction Sheet**

Your job is part observer and part judge. As an observer, look for the following:

1. Who is willing to give any pieces of the puzzle?
2. Does anyone finish "his/her" puzzle and then withdraw from problem solving?
3. Is there anyone who continually struggles with his/her pieces, yet is unwilling to give any or all of them away?
4. How many people are actively engaged in putting the pieces together?
5. What is the level of frustration and anxiety?
6. Is there any turning point at which the team begins to cooperate?
7. Does anyone try to violate the rules by talking or pointing as a means of helping fellow members solve the problem?

As a judge, you should make sure each participant observes the following rules:

### **RULES**

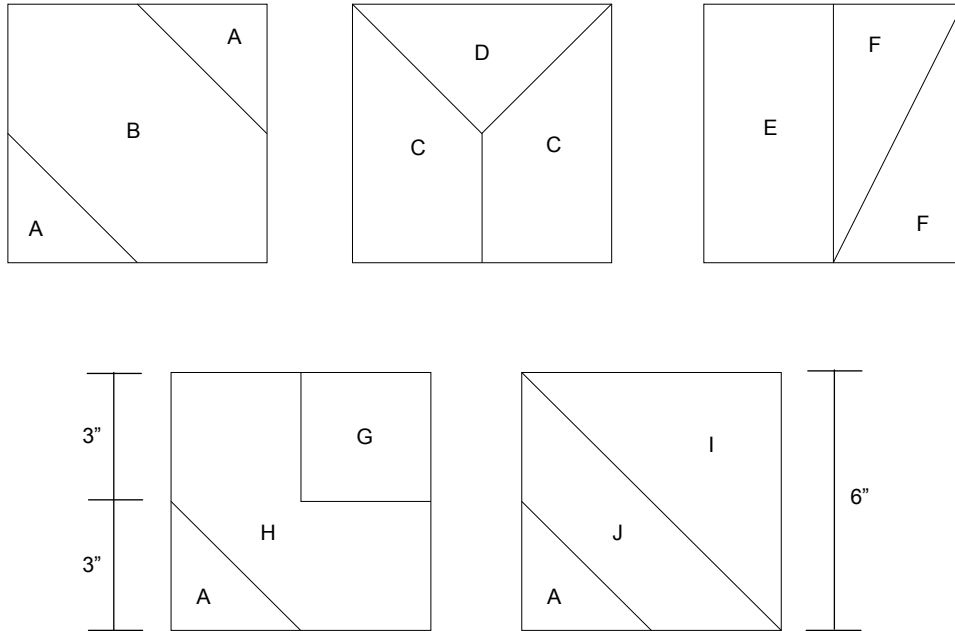
1. NO TALKING.
2. DO NOT POINT AT OR ASK FOR A SPECIFIC PIECE.
3. WORK ONLY ON THE PIECES IN FRONT OF YOU.
4. DO NOT TAKE A PIECE FROM SOMEONE ELSE UNLESS IT IS FIRST OFFERED TO YOU.
5. OFFER ONLY ONE PIECE AT A TIME TO ANOTHER TEAM MEMBER.
6. A PIECE CHANGES HANDS ONLY IF OFFERED TO AND ACCEPTED BY THE RECEIVER.



## Directions for Making a Set of Broken Squares

You will need a set of five envelopes containing pieces of cardboard (or foam board) cut into different patterns which, when properly arranged, will form five squares of equal size. One set should be provided for each team of five persons.

To prepare a set, cut out five cardboard squares, each exactly 6" x 6". Place the squares in a row and mark them as below, penciling the letters lightly so they can be erased.



The lines should be drawn so that, when the pieces are cut out, those marked A will be exactly the same size, all pieces marked C will be the same size, etc. Several combinations are possible that will form one or two squares, by only one combination will form all five squares, each 6" x 6". After drawing the lines on the squares and labeling the sections with letters, cut each square along the lines into smaller pieces to make the parts of the puzzle.

Label the five envelopes 1, 2, 3, 4, and 5. Distribute the pieces into the five envelopes as follows:

- Envelope 1 – pieces I, H, E
- Envelope 2 – pieces A, A, A, C
- Envelope 3 – pieces A, J
- Envelope 4 – pieces D, F
- Envelope 5 – pieces C, B, F, G

Erase the penciled letter from each piece and write, instead, the number of the envelope it is in. This makes it easy to return the pieces to the proper envelope, for subsequent use, after a team has completed the task.

Each set may be made from a different color of cardboard (or foam board).

## Broken Squares Game Self-Assessment

**Instructions** – Take a few minutes to reflect on how this game was a mirror of how you play the game at work.

- 1) Did I sit back when I finished a square and assume I was done? Do I do the same thing at work?

---

- 2) Did I assume I wasn't as good at this kind of game as others and only half-heartedly play, letting others guide me? Do I ever do this at work?

---

- 3) Did I have an overwhelming urge to take over, to do it for others? What price do I and others pay for doing that? Am I willing to ask for assistance when it's clear I need it?

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- 4) Did I do whatever it took to win at the expense of the rules or other players? Do I have a tendency to compete with others and cause the "game" to be lost?

---

- 5) Did I keep too many pieces? How do I tend to do that in my work?

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- 6) The game rules said the game is won only when all teams are finished. When my team was finished, did I care about others? Did I feel smug about finishing before others and laugh at them? How am I like that at work?

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- 7) If I volunteered to be an observer, why did I choose that role? Did I feel safe or special? Did I want to please other people by volunteering not to play? How am I like that at work?

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- 8) ***Personal Notes/Implications*** – What did I learn about the nature of teams and how I operate in teams in this exercise?

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