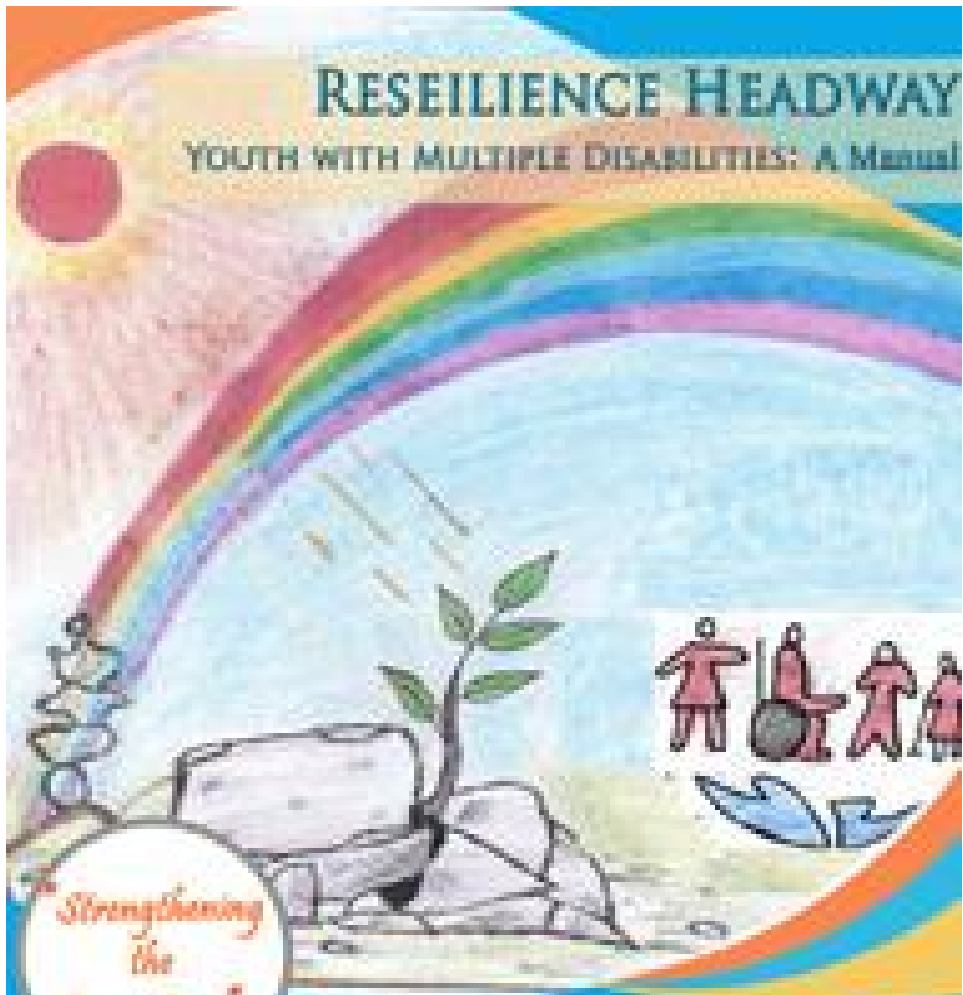


# RESEILIENCE HEADWAY

YOUTH WITH MULTIPLE DISABILITIES: A Manual



*Strengthening  
the  
Power Core*



Developed & Published by

**NATIONAL INSTITUTE FOR EMPOWERMENT OF  
PERSONS WITH MULTIPLE DISABILITIES (DIVYANGJAN)**

*(Dept. of Empowerment of Persons with Disabilities (Divyangjan),  
Ministry of Social Justice & Empowerment, Govt. of India)*

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## **Preface**

***“Life is precious it needs to be filled with Excitement and Joy”; this is birth right of every individual including youth with Disabilities.***

***Diversity in nature gives gracious look to it.***

***Same diversity in ability made hurdles in the way of special world, this needs to be changed. Responsive environment required for YwMD to flourish. Their individuality needs to be highly respected. At the same time YwMD need to equally focus to go along with society work for the society.***

***“The flowing river reaches the destination with limited use”. If you channelize the flow by building dam on it then it becomes useful for number of purposes.***

***Same way Youth with Multiple Disabilities have the capacity to cross the hurdles and move forward. Adaptation is a part of their life. But which direction they choose either positive or negative, influence their present life and also future destination. Here Resilience Headway paves way for positive adaptation towards life. That supports them to cross difficulties with confident, focus shifting from limitations to abilities, creates strong base to put each step with hope; accepting and learning accumulating rich experience which will help them to do future task the best way and slowly to gain control over their life. This gives excitement and energy to move forward with confident and joy towards reaching heights and create history on their name and becomes a great resource for society; and also set target for future generations.***

***‘Resilience Headway is a life gift for YwMD’***

***Human life is ultimate creation of nature; human should maintain this status through their unique achievements on the universe; sky is the limit for this.***

***YwMD dreams should drive them to reach heights in life and also give directions to move with confident. The focus should shift from***

***analysing limitations and difficulties to work on strengths and opportunities. This will lead to equip self and build strong support system.***

***To walk like a king in any situation one needs strong self-esteem which gives strong base to stand up and face even adverse situations with self-confident. For this as mentioned in Sargent plan- 1944, Youth with Disabilities should be developed their self-confident and make them self-dependent.***

***As mentioned in NEP 2020, individuals need to develop strong character and those character strengths become natural ornaments to them.***

***In developing strong self-esteem, communication plays a key role.***

***Flowing river cannot be compared to a lake; same way flow of communication using different modes and styles support YwMD to get along with people. Communication is an art –the more you refine it, the more it shines. Same way flow of communication brings glow to individual.***

***Emotions add colours to life. Understanding and maintaining these emotions in a balanced way adds joy to life.***

***YwMD need to equip them to standing up for difficult behaviours like keeping themselves away from substance abuse. This balance platform which gives strong base to cope with tensions, expand his world with maintaining relations and kicking the physical barriers.***

***Understanding physical changes and accepting individual differences will enhance their potentials and brings confidence to work for the society.***

***Learning about gender based violence and having clarity in his roles which help them to bounce back from any situation and keep mental status on ease.***

***Equipping oneself with the above mentioned skills particularly for YwMD, can do best community presentation and create history on their name and set a trademark and hope for coming generations.***

***The preparation of this book aims to boost the capacities of YwMD to overcome self-doubt and to have faith on them; to build strong support system, and to achieve heights in life. In this book each skill has activities which add clarity and confidence in learning that skill.***

***The authors believe that by reading this book the trainer and YwMD both will get exposed to new skills, which change the way one looks at life and fills their surrounding with positivity. Gain confident that yes we are auspicious and doing novel work.***

***This training manual has 20 modules each module explained with relevant content for facilitator and activities to gain insight about the skills. By going through this manual the author believe that positive changes will happen and the way to look at their life will differ and they can start exploring ways to win this life with confident. Kicking their blocks and hurdles on their way and respecting self to move forward in life.***

***It is a modest attempt made by NIEPMD to bring this manual first in kind for YWMD. With that the authors make a humble request to readers, also join hands to revise this manual for the best use of YWMD; and to transact power, respect and affection to their hands in the best possible way.***

**Dr. Himangshu Das**

**B. Leelavathi**

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## **Introduction**

### **Resilience Headway among Youth with Multiple Disabilities**

Resilience headway among Youth with Multiple Disabilities (YwMD) is a training manual developed by National Institute for Empowerment of Persons with Multiple Disabilities (NIEPMD). Building resilience among YwMD helps to look at self positively. Motivate them to dream high and work towards achieving it. At the same time YwMD to develop and enhance strong support system to move forward in life. They are able to analyse their limitations and challenges to prepare better and handle the situation effectively in present and future. In this process slowly they gain clear understanding about self and their support system and gain control over their life. This leads to reduce their stresses and promote positive mental health among them.

The goal of this manual is to develop self-awareness, enhance soft skills, and develop better understanding about one's surroundings and enhance optimism, in order to lead better and successful community life. It also strengthens the individual to lead a productive, safe and dignified life by providing a new outlook towards their own self and as that of the society where they live in.

This manual was adapted from NaeDisha – III (Building Youth Resilience and Mental Health). ND – III was developed through the Emmanuel Hospital Association's Programme for Community Health and Development in 2016. NaeDisha (ND) was piloted among young women in schools of Dehradun, North India and it was proven to be effective in leading good mental health, self-efficacy and gender equal attitudes.

#### **Target group:**

Building resilience among YwMD is a training manual designed to be used among youth with multiple disabilities aged between 12 to

20 years. Ideally, it should be facilitated with groups of not more than 10 YwMD who are of the same sex to provide better participation.

## **Facilitator: Rehabilitation Professionals About Multiple Disabilities:**

**Multiple disabilities (MD)** means two or more impairments occurring at the same time (for example, hearing impairment with visual impairment, cerebral palsy with hearing impairment, cerebral palsy with visual impairment), the combination of which causes such significant educational needs that they cannot be accommodated in special education programs solely for one of the impairments.

According to National Trust Act 1999 “Multiple disabilities means a combination of two or more disabilities as defined in clause(i) of section 2 of the persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act,1995”.

Persons with Multiple Disabilities are individuals of all ages who required extensive ongoing support in more than one major life activity in order to practice in integrated community settings and to enjoy a quality of life that is available to citizens with fewer or no disabilities.

### **Rationale/Need**

Multiple disabilities mean any additional disability existing with a core disability being experienced by the same person. E.g. HI with VI, CP with VI, CP with HI. Additional disability does not only mean that the challenges are added, but it also multiplies the challenges created by that particular disabled condition. For example, a person with the condition of Visual Impairment may face many challenges. Say for example they may have 3 types of challenges. Similarly, a person with the condition of Hearing Impairment also has 3 types of challenges. Now, a person with a multiple disabled condition of HI with VI may face 9 different challenges or even more than that rather than just 6 challenges.



The person who has the condition of multiple disabilities undergoes the stress of additional disability and there by his functional efficiency decreases drastically, limiting his activities of daily living and their interaction with environment and society.

When working with youth with multiple disabilities two things need to be worked parallel i.e. (1) making him to accept his disability and posing challenges of that and (2) gaining quality support from outside, in order to maximum utilization of their capacity and facilitating them in aiming high and reaching heights. To make this happen positive adaptation towards present and future is essential. The resilience building programme paves way for this. This programme helps the YwMD to accept self; gain skills to develop their maximum capacity, and establish good relationship with society and finally change the society's perception to create history.

**Objectives:**

- To Improve self-awareness, confidence, coping and self-esteem
- To Gain control over their lives and possess a strong desire to succeed.
- To become active learning, to develop life skills such as self-awareness, empathy, critical thinking, creative thinking, decision making, problem solving, interpersonal relationship, communication skills and coping with emotions
- To identify better ability for their successes and unique strengths and reach high levels of motivation and determination to overcome challenges.
- To Promote positive Mental Health
- To Improve individual's social relationships, academic performance, physical health, and skill competencies
- To Promote Social Inclusion, Participation and Community living

## **Definitions:**

### **Multiple Disabilities:**

Multiple Disabilities (more than one of the above specified disabilities) include Deafblindness which means a condition in which a person may have combination of hearing and visual impairments causing severe communication, developmental and educational problems. (RPWD-2016)

**SOCIAL INCLUSION:** A multi-dimensional process for individual with disability to include them in the society, peer, family and culture participation. It creates a sense of belongingness and an opportunity to participate in community life with equal access to resources and rights (WHO).

**RESILIENCY** - Resiliency is an individual's ability to face and overcome adversity in their life or an ability to "bounce back" after negative events. These skills promote them to increase their resiliency and equip them to have healthy relationships, avoid risky behaviours, reduce tension, cope with difficult times and solve problems on their own.

**POSITIVE MENTAL HEALTH** - Being mentally healthy is more than just the absence of mental illness. In the context of this project framework is to be developed and process a positive mental health among Youth with Multiple Disabilities. It is an overall wellbeing of the said individual with the support of families and communities.

**ACTIVE LEARNING** - Active learning is based on the principles of reading, writing, talking, listening, reflecting, and posing questions. Facilitate opportunities for youth with multiple disabilities to ask for clarification, question the material being presented and apply the new knowledge and skills directly. This instructional method promotes problem solving, interpersonal skills and independent thinking for building resiliency among individual with multiple disabilities.

## **OUTCOME OF THE MANUAL / COURSE FOR MULTIPLE DISABILITIES**

- Develop Self-Image and strong self-esteem
- Create confidence among youth for positive adaptation towards life
- Social Inclusion

## **PARTICIPATION TECHNIQUES USED IN THE COURSE**

The following are some active learning techniques used in this course with intended purposes:

1. **Group discussion**- To encourage all YwMD to participate and learn from each other in the group
2. **Small group activities/discussions**- To reflect upon and discuss ideas in more detail, which may be presented to the larger group
3. **Case studies**- Stories are presented so YwMD may think through what they may do in this situation of danger
4. **Role play** - Role plays are used among YwMD to be creative and practice new skills towards positive mental health.
5. **Brainstorming**- Brainstorming is a way of coming up with new ideas, as a group where all ideas are collectively taken.
6. **Icebreakers** - A small game or activity used to boost the energy of participants to know each other better.

Note: based on the nature of the group, facilitator take call on involving caretakers or volunteers to involve as per the need. Provide opportunities for different modes of communication. Required adaptations and assistive devices need to be provided.

## **FACILITATION SKILLS**

A Facilitator is a person who helps a group of people to conclude about common objectives and helps them to achieve these objectives.

Facilitators need to be, able to engage a group, listen to them and help them to arrive at a conclusion together.

As an effective facilitator, there is a need to create an accessible environment where every opinion is valued. YwMD to feel comfortable, to express their thoughts, opinions and experiences.

Facilitators need to know about the course material and the condition of YwMD, i.e. not simply reading that material from the manual or lecturing the people with YwMD

YwMD ideas and opinions to be involved in every step. In areas of new information for YwMD, it is necessary to ask if they have any prior knowledge related to the topic, before sharing the new information. It is also helpful for the YwMD to think of examples related to new concepts once the information has been processed.

## **TIPS FOR EFFECTIVE FACILITATION**

### **What is Facilitation?**

Facilitate means to make things easier. Facilitation in the context of working with youth with multiple disabilities in schools or community is to guide the discussion and keep track the process in terms of time, topic and encouraging all members to participate in some way. By recognizing and utilizing the unique and valuable contributions of each member, an effective facilitator increases the collective value of the entire group.

### **What are the Facilitator's basic responsibilities?**

As a facilitator the basic steps as part of responsibilities are listed below:-

#### **Prepare in advance:**

The good facilitator make their work look effortless and natural but prepare in advance to be effective. In particular this means to take 45 minutes or an hour each week to prepare for the coming session. Need to read through the whole module and think how to use

or adapt it for the group. Make sure a clear idea of the objectives for each session and how to help the group to meet the goal. Have some games or icebreakers ready to start with and make sure the materials needed for the activity(e.g. White board markers or paper and pens).

### **State your objectives at the beginning of the meeting:**

Give an overview of each session to the person with disabilities, capacities, abilities and its objectives at the beginning. These group of individuals with multiple disabilities will be much better to contribute and help to meet the objectives if they know what they are suppose to do.

### **Establish the level of Expectations:**

In the first session, the facilitator and youth with multiple disabilities need to establish appropriate ways to interact with each other during the meeting or event. Make the group to agree for a respectful and collaborative process. By stating the rules in the beginning and getting an agreement from the group the outcome could be established.

### **Guide the group in learning and sharing information**

Include all members in the discussion and prevent one or two members from dominating the discussion. Everyone may not talk, but no one should feel excluded from the process.

A Facilitator is a person who facilitate the group in arriving at a conclusions and achieve the specific objectives. As a facilitator create an environment where every opinion is valued an make youth with multiple disabilities to feel comfortable to express their thoughts, opinions and experiences.

### **Staying on-task and on-time**

Due to hetrogenity of the group, particularly individuals with Multiple disabilites, it is easy to veer off onto other topics or easily

get side tracked. In order to help the group to stay focused, the facilitator need to :

- Remind the group for “keep focused” expectation.
- Refocus the group on a particular discussion.
- Later consideration agenda to be discussed at due time.
- State the barrier to proceeding and
- let the community decide what should happen next

### **Dealing with Differently abled people**

Difficult behaviour is often unintentional or occurs as the result of individuals with Multiple Disabilities getting emotionally involved. There may be set of individuals facing difficulties, to go along with the flow resulting in losing attention.

So facilitator should be conscious about flow of information at both the sides. They need to provide required support, make them feel that every one’s contribution is worth in the group. All need to work together to achieve the set targets.

- Use gentle and appropriate comment or humour to reset the direction
- Restate the agreed ground rules directly / frequently focus the objectives for the people
- Direct your questions to the individual for clarification
- Seek help from the group or special educators
- Stimulating the people to engage on each topic

While some individuals with Multiple Disabilities often have a lot to say but hesitate to talk and remain silent in discussion. The facilitator need to use the following techniques to keep the conversation going.

- Call on individuals in the group by name with a question- provide needed support.

- To encourage youth with multiple disabilities to help by taking notes on the board or paper or record with recorder.
- Invite even one or two word responses – or a response by actions. For example, can each show how your relationship with your grandparents is by using your hands as a measure. High above your head means it's really good and if you hold your hand by the floor it shows things to be developed.

### **Sensitive Material**

This course covers topics that may be sensitive to some youth with multiple disabilities. They would have experienced or witnessed violence at home, personal violence, bullying or sexual harassment. Learned such events but have not identified it as wrong before. Seek to support YwMD and make the learning experience positive for them.

Actions that support people

- Be available immediately to support a distressed young person and reassure them that it is alright to feel upset
- Take them to a quiet place away from their classmates
- Listen to what the YwMD have to say
- Always follow-up with the YwMD later on to show you care for their well-being

### **Responses to Avoid**

- Do not interrupt or shame or publicly criticize
- Do not interrogate YwMD
- Do not ignore YwMD's feelings or tell them how to feel
- Do not discuss YwMD's feelings with others publicly

### **Confidentiality**

Confidentiality is a key aspect in gaining full participation in the coming sessions. Confidentiality will be explained to YwMD in the first

module and group rules will be set in order for all YwMD to be bound to this confidentiality. Individuals with multiple disabilities may only feel comfortable to share their experiences, with the information that discussion will not be shared with others outside of the group.

\*\*\*\*\*

**Note: Adaptations should be provided based on the type and severity of the disability**

## Module:1 Welcome

### Objectives

- To enable YwMD know the concept of confidentiality and group rules.
- YwMD are introduced to the Resilience Headwaycourse, facilitator and each other.

Welcome – 2 Hour  
Introduction -30 Mins  
Setting ground rules -10 Mins  
Activity 1- Rangoli -20 Mins  
Activity 2 – Throw the ball -  
20 Mins  
Discussion – 25 Mins  
Wrap up – 15 Mins

### Activities

Group discussion, My Rangoli Pattern/ Sketching

### Materials

Chart papers, drawing sheets and colours



(Water colour/sketch, pencils or markers)

## **A. For the Facilitator**

### **A.1. Introduction and Confidentiality**

Facilitators, use this first session to introduce you the way the group will interact (different modes of communication) and provide a brief outline of the programme to the group.

Try to cover the following key points:

The objective of this programme is to provide Participants with tools and skills to help them to accept and feel worthy of self, look a future with confident and live a happier, healthier life;

- Clarify when and where sessions will be held and brief explanation about accessibility
- Outline the modules that you will be covering with the Participants (adaptation will be done by the facilitator based on the need of group);
- Explain that this will not be like a classroom, but a forum where we discuss things as a group and learn from each other. Everyone has valuable ideas and opinions to contribute to the group; and
- Explain to Participants that sometimes we will be covering material that may make some participants sad or upset, and this is normal. The group should be there to support one another when these situations come up.

Group: A **group** is a set of people who have the same interests or aims, and who organize themselves to work or act together.

### **Group Rules**

Together the group will come up with a set of group rules; they would like to follow for the duration of the programme. Write down the group rules on a sheet of chart paper (braille, large

print) which can be brought back to each session. Please include the following rules if they are not suggested.

Respect each member of the group including group members' ideas, opinions and feelings. Everyone will stick to the day and time finalized for the session by the group. Time and place will be decided by facilitator according to the participants needs.

- ❖ There are no rights or wrong answers in the group: each member has right forum to express their ideas and opinions are important and valid.
- ❖ Everyone should have the chance to participate if they want, but no one will be forced to, proper support system will be provided according to participants needs.
- ❖ Everyone should provide positive support for others when they share their personal experiences. It's brave to tell one's story to others.
- ❖ The group should respect confidentiality, which means we don't share personal information or experiences outside of the group.
- ❖ This group should follow the principle of equity and equality

### **Confidentiality**

Confidentiality is a key part of making these groups and sessions successful. Participants should be clear that what can be shared outside of the group and what should not. New skills and lessons which are presented by the facilitator are OK to be shared with those outside the group, but experiences and feelings expressed by group members shouldn't be shared with others. YwMD would not like their personal information shared with other outside of the group, so they should not share others' information either.

The following are examples of what is OK and not OK to share outside of the group.

**Table 1: What is OK to share outside of the group**

What is OK to share outside of the group	What is NOT OK to share outside of the group
<ul style="list-style-type: none"> <li>■ Steps for how to control anger</li> <li>■ Tips for how to cope with tension</li> <li>■ How to protect yourself from abuse</li> <li>■ Presenting self with confidence</li> <li>■ Feel free to express his unique needs and getting appropriate support</li> <li>■ Share the experiences of challenges and best approaches which helped them to overcome it.</li> </ul>	<ul style="list-style-type: none"> <li>■ A certain group member has a hard time coping with the tension at home</li> <li>■ A certain group member thinks his/her older brother has a mental illness</li> <li>■ A certain group member has been abused in the past</li> <li>■ Diverting focus on individual needs</li> <li>■ Issues related to particular locality</li> <li>■ Unnecessary discussion on support system</li> </ul>

### **Breaking Confidentiality**

If a group member shares that they are being hurt or abused, the facilitator may need to break the confidentiality of the group to help protect that member from further harm. Facilitators should inform the YwMD when they need to break confidentiality. If YwMD are not comfortable sharing this type of information with the group, facilitators should always be open to speaking alone with the YwMD.

#### **A.1. My Rangoli Pattern (20 min)**

Facilitators, use the remainder of the session to get to know your YwMD better. YwMD will design their personal Rangoli pattern/ any sketch to represent themselves. They can use a variety of things to do this: words, patterns, pictures. Encourage them to be as creative as they wish. You can also make a Rangoli pattern representing yourself as an example for YwMD, prior to the session. After about

12 minutes of drawing, YwMD share their Rangoli designs with the class and describe how they represent them.

## **B. Lesson/Activities**

### **B.1. Group discussion (25 min)**

Start the group discussion with the following prompts.

1. Begin by introducing yourself and the course to YwMD, making sure to cover the key points given in A.1.
2. Facilitator provides a brief explanation about each group member needs and the way they are going to participate in the group and the support system which going to there with group.
3. Ice breaker: Catching the ball. Form a circle by maintains equality in the group. Facilitator speaks his/her name and throws /passthe ball to any other person in the circle. The person catching the ball introduces himself/herself and throws or passes it to some other person in the group. This continues till each person has introduced themselves. To add more fun to the game, the speed of throwing ball and introduction can be increased. Later facilitator asks participants of how many names can they remember accurately. The person who is able to remember most number of names of participants is the winner.
4. Introduce the concept of group rules to the YwMD through pictures, braille orVideo. Encourage participants that as they followed rule while playing the ball game, they need to have rules for the group sessions too. Ask YwMD to brainstorm/select from pictures group rules they would like to follow, referring to the information in Section A.1 above. Fill in any missing information once complete.

5. Continue to emphasize the concept of confidentiality to the YwMD. Next, use Table 1 to quiz to group discussion and demonstration, YwMD on their knowledge of what is OK and NOT OK to share outside of the group. Explain to YwMD why facilitators may need to break confidentiality of the group. If questions arise, try to answer them openly and honestly.
6. Group Activity 1: Introduce the My Rangoli Pattern activity give freedom to use any form to express self from Section A.1 to YwMD. Distribute materials needed. Once YwMD have completed their patterns, encourage each to share their pattern, and why it represents them, with the group.

## **B.2. Key Messages**

- ❖ Over this period of time we will be spending together we want to make the most out of it. It may take a bit of time for us to feel comfortable with each other, but that is the goal by the end of our sessions.
- ❖ Everyone is encouraged to participate in the group discussions but no one will be forced to.
- ❖ We want you to share new things you learn in the group with others. However, it is NOT OK to share other group members' personal information or experiences.
- ❖ We should follow our group rules in order to feel the most comfortable with each other.

## **Home Activity**

Encourage YwMD to take their Rangoli pattern home and discuss with their siblings or their parents or grandparents what they have drawn. Encourage them to ask family members for specific ideas that capture their attributes e.g. Preethiis always running everywhere - you need to get the idea of moving fast into your picture. E.g. Abdul is very good at tidying things – maybe part of

the picture should be very tidy to show how good you are at tidying and setting things in an organised way.

## Module: 2 Accepting Self

### Objective

Encourage youth with multiple disabilities to understand the diversity in nature and self- accepting.

### Activities

- Garden walk
- Pebbled world
- presenting self

### Materials

Leaves, Pebbles, flash cards of birds, Chart paper, Markers, Glues

Accepting Self (2 Hour)  
Introduction - 30 Mins  
Opening Circle-15 Mins  
Activity 1-20 Mins  
Activity 2-20Mins  
Activity 3-20Mins  
Closing Circle-15Mins

### A. For the Facilitator

#### Introduction:

The best way to prepare for life is to begin to live. – Elliot Hubbard

“Nature is the Adi-guru and ultimate reality” when sink with and follow law of it, in turn nature protect and guide in right direction.

All the other living beings are living by abiding adapting according to the nature of law.

Whereas human beings only could lead this life according to their wish using their intelligence. Their destiny will be decided by them. YwMD need to understand this. How you have started your life may not be in



your hands but how you want to live your life is certainly in your hands. So focus on it. You are the captain; you need to take lead. All other things either nature or human will either support you or create hurdles on your way. Ultimate responsibility lies on you, your condition and its posed challenges and limitations should not be an excuse rather than strength to move forward on your new way to success. So, move on, take control over your life. Whatever may be the situation or outcome your focus should be on your target. When your focus increases all other challenges becomes invisible and your focus gets more clarity. You will be more practical and precise in your thought and action. Good deeds and genuine efforts are always supported by nature, so dare to dream high.

“When you look and think forward you can reach the top of the mountain. Thinking about challenges and focusing on limitations will make you to stay at the bottom of mountain.”

You need to decide where you want to be, at the peak of mountain or at the bottom?

In a new path it is difficult to find way to walk, but it is not impossible to walk. Knowing about place, perfect planning, and prior preparation one can move forward and leave the foot marks for others to follow.

Same way the presence of Multiple Disabilities poses limitations, increases the challenges, and throws you in self-doubt, but it cannot shut your doors completely from what you want to achieve in life.

The best way is that accept yourself and start working towards to win this life; like butterfly which comes out from cocoon.

It is difficult to walk in forest, but each step is filled with rich experiences; and gives clues to build support system to make your way smooth.

So, move on, it's your life, Dream high! Live up to your expectation and shine like a star.

## **A1. Nature of diversity**

The nature is a beautiful creation of God. Nature is diverse and thereby beautiful. Flowers are of different colours, different size, shapes, fruits are of different taste, trees are of different heights, and the soil is also of different types and of surfaces. One cannot be compared with another. All these things are equally important to maintain harmony in nature. Same way difference among the individual should enhance to maximum utilization of their capacity.



Acceptance and adaptation are part of life, also needed to live gracefully.

Once Youth with MD understands the surrounding, they can rebuild.

Accessible world with strong support system.

## **A2. Accepting Self**

‘The best gift one can give to them is accepting their own *self*’ this gives strong base to move forward, be balanced and confident in extreme situations also. With this one can live happily. Same applies for all including YwMD.

Children with Multiple disabilities face unique challenges. Face limitation in gathering information, understanding and make meaning from incomplete information, struggle to communicate their wants, needs, feelings and emotions, to move freely their body to access and engage their world, learn abstract concepts and ideas.

Disability is one of the hardest effects in the whole planet, which others can’t feel it. They can only see it.

One can know the depth of water (well/river/lake) only after entering it.



When they realized about their condition their mind becomes puzzle. They don't understand why each person else is 'normal' and they aren't. They know that their bodily disability, restricts some of their performance and they have corrected analysis for it, in their young minds.

More than this, people interaction and reactions pose more puzzles on them.

Finally, they make out is that they are dissimilar, and those dissimilarities limit them greatly in their everyday lives and performance. This really creates remarkable puzzlement and frustration for those children (Pizzi, 2008). In between all these the society tries to suppress their feelings and try to avoid them from the normal world which will seriously affect the individual in all aspects. The only weapon to overcome from this negative wave and to win this world is clear understanding about self and accepting self.

Understanding self and accepting and valuing self-provide foundation for self-determined actions. It is the key to success.

Open the door for new world.

Studies say that YwMD can minimize the effects of disability and other risk factors by "learning to see one's advertise in new light." (Katz, 1997)

Successful individual who overcome diversities are often able to define themselves more around their multiple abilities than the area of vulnerability.

Being able to show their talents and have them valued by those who are important to help them define their identities around which they do best.

MD in looks "M" represent hill and "D" represent stone; live either in hilly place or in stones; living on both will be a difficult task. Who is living in land will not understand or feel the challenges faced by the persons with Multiple Disabilities. PwMD may not be able to explain as

well. There is a gap between them; this gap creates discrepancy between expected performance and at the same time expected support.

The same thing happens in the lives of YwMD, living with multiple disabilities is a life challenging task.

YwMD who consider themselves successful generally accept their disabilities as one aspect of who they are.’

- ✓ They respect self and feel worthy of self.
- ✓ They do not define themselves by their disabilities rather focus on possibilities.
- ✓ They recognize that they are not responsible for their disabilities, not need to feel low about self.
- ✓ Nature’s whole sole responsible for this that only need show the way.
- ✓ They know that they are not inherently impaired.
- ✓ They understand that they may not do what the society expecting to do; but they can do which they want to do.
- ✓ They do not blame others for their situation, nor do they have sense of entitlement, instead they can identify who can travel with them and integral part of their life journey
- ✓ They take whole sole-responsibility for their own life and acknowledge the efforts of their supporters
- ✓ They can bring happiness to their life and spread positive waves in the surroundings and bring new hope to future.

**A3.**  
**Prese**

### **nting Self**

MD enters life either by birth or later in life, when the person knows about, he feels that he is trapped in a well. His world becomes blurred

and feels that all the doors are closed and left with dark. But YwMD should not allow this to happen in their life.

As, it is a complicated disability, professionals too need to equip themselves.

For that following aspects will be a steppingstone.

- Understanding self
- To know their strengths and weakness
- Understand their rights and responsibilities
- Know that their disabilities do not define them as individual and have a limited impact on their life
- Accepting self
- Finding new ways to move with dignity
- Find genuine system
- Know their lives have meaning and purpose
- Make positive contribution to their families, schools, and community
- Aim to create wonders with this precious life

This process sounds simple, but it is too difficult for the person who is facing it, but not impossible.

The 'First step is always alone only' but creates path for many people. So, need to develop positive adaptation, grit and strong will power, to win this life. Through Resilience building the YwMD equipped to face the challenges with confidence and move forward in life with new hope.

“Believe in who you are and what you want to achieve, and don't let anyone or anything stop you from reaching your goals. “

Open door to new world,



- To accept who I am.
- Learn to be assertive about what we need and don't need
- Express your needs clearly, politely as you can

So YwMD understand that obstacles challenges are part of life. But your success depends on how you perceive it.

YwMD need to focus on the ABLITY in disability this is the way more apt to succeed.

'Also know your limits. If you do not know what you can or can't do, how do you expect other people to know? Plan for success by using more cans than cant's'.

An individual's disability can play a major role in life of YwMD, whether it is positive or negative. But overcoming the challenges and developing confidence is vital and admirable.

Human is the ultimate creation of nature. Nothing is impossible. The way may be difficult. But with strong determination and grit one can reach where they want.

## **B. Lesson/Activities**

### **Opening Circle (15 Mins)**

- Welcome the participants and do a quick recap of last module.
- Ask the participants to divide into two groups.
- Ask each group to speak/draw/point /touch about trees and its uses.

### **Activity 1: Garden Walk (20 Minutes)**

Welcome the participants

- Ask the participants to divide into two groups.

- Have a walk in the garden and explore the different plants and trees (Shrubs, herbs, trees, climbers, creepers)
- Facilitator provide the support based on of the participants
- Group Discussion: each group need to discuss on following points
  - General requirements to grow
  - Specific requirements
  - Uses of it
  - How to grade them

Drawing information from section A1 facilitator will explain that each plant or tree is unique we can't compare and decides the best own.

### **Activity 2: Pebbles World (20 minutes)**

- Welcome the participants
- Ask the participants to divide into four groups
- Two sets of pebbles will be given to each group.  
A set is of same size and shape  
B set with different sizes and shapes
- Ask each group to create any shape or outline of map, whatever way they want.
- Same should be done with A and B set separately
- Group presentation and discussion: ask each group to present their concept. Clearly discuss about difference in using A and B sets.



Drawing information from section A2 facilitator will explain that, accepting self-shows the way to move forward. When seeing both sets of pebbles equally only one can work best way with confident. And added advantage is that using Set b pebbles can be given distant clues also.

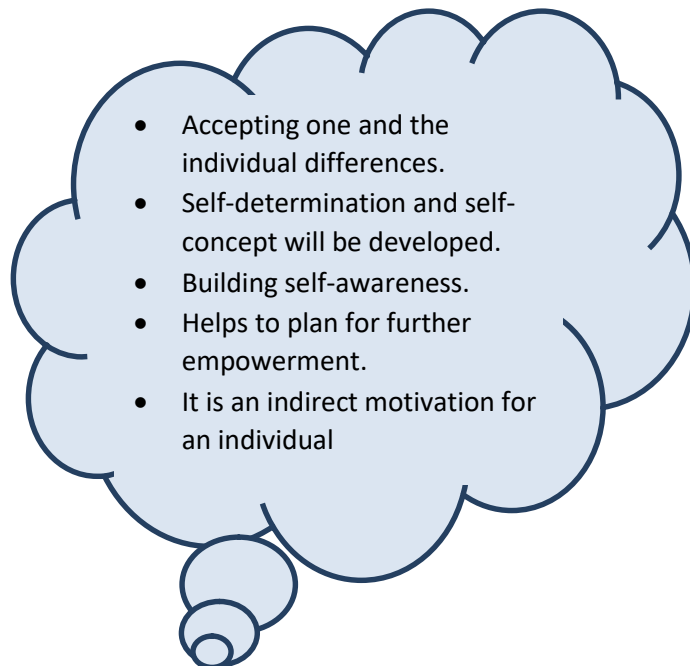
### **Activity 3: Presenting self (20 Minutes)**

- Welcome the participants
- Facilitator will briefly discuss about winners of disability
- Facilitator will encourage that participants to present themselves the best way they can
- Winner will be the person who present in a more positive manner/way.

Drawing information from section A3 facilitator will discuss about, presenting self the best way.

**Closing Circle (15 min):**

Each participant is asked to think about the experience of the activity and group discussion.



## Home Activity

Ask the participants to write/draw/record about the accepting self and to bring it for the next session.

## Module 3: Goal in life

### Objectives

Encourage YwMD to identify personal goals and work towards achieving it

### Goal in life: 2hours

Introduction – 30 Mins

Opening circle – 15 Mins

Activity 1 –30 Mins

Activity 2 –30 Mins

Activity 3 –30 Mins

Closing Circle – 15 Mins

## Activities

- Unlike Ladder crossing
- Creating Shadow
- Drawing/creating Dream mountain

## Materials

Ladder, Colours Paper, Chart, Markers, Tactile map, Board

### A. For the Facilitator

#### Introduction:

One should always aim to reach the peak of the tallest mountain in the universe.

“Anything; everything is possible” when

Eyes focus on target,

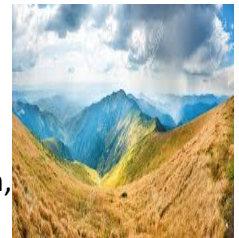
Mind at planning,

Soul at executing with strong determination,

Then everything falls in your footsteps,

Success will follow you

For that, the first step is setting Life goals.



***Root saves the plant from the flow of steam***

***Huge Ocean can be crossed with the help of small boat***

***Stability gives clarity and directions to move forward  
in any situation***

YwMD need to understand this, even though you have heap of challenges creating barriers, in your way the life goals give directions and hope to move forward by overriding the limitations.

Foot path guides you in a new place.



Same way you may face difficulties, in reaching your targets, but it cannot close your doors from what you want to achieve.

Darkness goes away when light rays enters.

Your thoughts should be always filled with positive energy, which drives you to achieve heights in life, even though the situation drags you down.

Challenges and difficulties are part of life, when you cross these; each leaves you with rich experience.

Nature posed multiple challenges on you with this condition. But you should find multiple ways to overcome it and challenge the nature. Nothing is impossible; believe in you, have faith on your support system and take confident steps.

Start your journey of success with small targets and continue this till you win the world. Your achievements should speak for you; your success should inspire youngsters. Go on many crowns waiting for you.

### **Section A1: Goals**

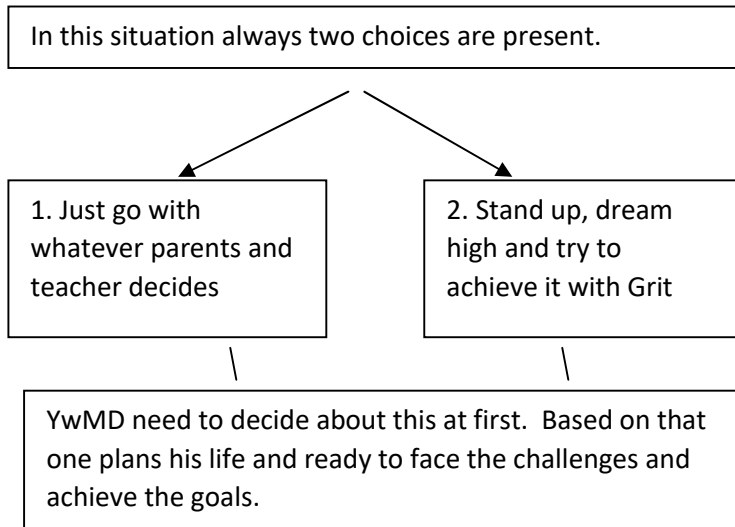
A goal is something we hope to achieve in the future.

It is something that a person plans and commits to achieve. Having a goal or goals in life, gives us self-confidence and motivation.



The implications of Multiple Disabilities are not just adding but it multiplies in nature  $3 \times 3 = 9$  it is not  $3+3=6$ .

Managing day to day affairs is not a cake walk for YwMD, required continuous support, struggle to complete a day. Sometimes need to wait for long to get required support without losing temper. In addition to this, need to accept supporter's emotions either positive or negative and move further along with them.



It is important to know what we want in our life.

Improve skills which you are lacking, focus on your strengths and what type of supportive system is required.

A goal can be for our career, family, education, personal, partners, etc.

Ex.: To get good score in the exams, to visit New Delhi, etc.



**Long Term goals:**

A **long-term goal** is something you want to accomplish in the future.

Long-term-goals require time and planning. They are not something you can do this week or even this year. Long-term goals are usually at least several years away.



### **Short Term Goals:**

**Short-term goals** could be the purchase of household furniture, minor home improvements, saving for a car down payment, etc. But these **short-term goals** differ from day-to-day household expenditures. A **short-term goal** is one that you'd want to achieve in one to two years.

### **Goal Setting is Important for Youth with Multiple Disabilities:**

Teaching YwMD about the mechanics and techniques of goal setting and believe that they are capable of it. This will give them early wins and help them to develop belief in themselves. Anyone who has worked with YwMD will recognize the importance of self-belief and self-confidence for early life development this will develop through achieving little targets.

### Benefits of Goal setting for YwMD:

- Accept and respect self
- Improve self-Image
- Improve awareness about one's own strengths and weakness
- Get clear understanding about required support at present and in coming future
- Gain confident to work on goals
- Providing experience of success
- Providing effective visualisation
- Clarifying a path a head
- Gives confidence and believe to move forward
- Less focus on comparison
- Encourage Prioritisation
- Defining reality and separating from doubtful thinking
- Building responsibility for one's self
- Increase decision making
- Gain confident on self.

### **A.2: Steps to Achieve Your Goal:**

Goals give direction and achievement. It is a proof of one's ability.

**To cross the mud path precise guess, right timing and balance is required.**

YwMD need to focus on this. Set a goal, visualise the process, assess the support system and work on it, with strong determination one can achieve whatever they want to. Nothing will stop them in the universe; for that following tips pave way to achieve the dreams.

- Be clear what you want to achieve
- Set a time frame
- Analyse the abilities
- Estimate the support and resources
- Have directions to achieve the goal
- Breaking down the goal into stages to complete
- Plan to finish the breakdown stages
- Implement
- Feel the pleasure of achievement.
- Not to feel bad if it is not achieved and hope

When decided to climb the mountain, one has to befit physically and mentally along with required preparation then only one can reach top of the mountain.

Setting goals and achieving it and analyse the process and set a next goal is a continuous process. How rivers flow, same way it

goes on. But individuals need to prepare themselves for this. Then success automatically flows.

This is your life; need to decide and lead by you how you want live this life.

## **B. Lesson/Activities:**

### **Opening Circle: 15 min**

1. Welcome all the participants and review the previous module
2. Ask the participants to blow the candle; and say the number of attempts and distance. (If needed distance may be adjusted). After these participants wishes each other to perform well in the activities.

### **Activity: 1. Unlike Ladder Crossing**

Welcome the participants

Facilitator will demonstrate the activity using the three types of ladders

1. Completely stick steps
2. In between ropes
3. More rope in the ladder (or Three in one) this ladders will be arranged adjutant to wall, opposite side rope will be tied. Height may be adjusted according to group.

- Ask the participants divide into three groups.
- Each participant has to cross the ladders
- Group members will support those Youth with multiple Disabilities during the activity.

- Level of support and the time duration will be noted

### **Presentation:**

Each group need to present their experiences and feelings. Also their planning and estimated support from group members

### **Discussion:**

Drawing information from section A1 facilitator will discuss that when one know the starting point and destination (Goal) that give direction to move forward. At the same time support system helps to achieve the goals.



### **Activity 2: Creating a Shadow (20 Minutes)**

This is a quick game that requires nothing but the sunlight!

Each member has to stand in line/sit in line opposite to the Sun. The group together need make as big shadow as possible. The length and width of the shadow will be measured.

- Welcome the participants
- Ask the participants divide into four groups
- Each group need to make the shadow and measure it
- Encourage the participants to increase the shadow size to the maximum possible (if required, they can ask for help)

**To intensify challenge and govern fair play**

- The shadow must be continuous line, no gap and all shadows need to be connected
- Only bodies and assistive /mobility devises can be used

Choice and required support will be given to have as many attempts as possible within 10 minutes

Encourage them to use different techniques to increase the size shadow that should represent any shape or animals, or birds or anything but should be meaningful.

Measure and record the longest shadow

The group makes bigger shadow will be the winner of this game

**Group discussion:** each group will present the techniques used by them to increase the size of their shadow

Other members will remark on that.

Facilitator drawing information from section A2 and explain about way of achieving goals

Activity 3: Creating a Dream mountain- Felt board, chart, and recording

- Welcome the participants
- Ask them to sit in circle
- Facilitator will present about his dreams using tactile map or board
- And explains that what are his dreams and how is planned to achieve that through dividing them into long term and short term goals.
- Ask the participants to create their own Dream Mountain
- Present it for the group



Drawing information from section A2 facilitator will explain that climbing mountain will be a challenging task but not impossible. It



requires proper planning and analysis of resources. Same dreaming high and work towards dividing into long-term and short term goals needed. YwMD need to focus on this and dream to dream high.

### ***Closing Circle (15 Min)***

#### **Participants to pick an example: illustrate and discuss – 15 Minutes**

- a. Ask the participants: “What is your goal in life?”
- b. Select one person’s goal for further illustration.
- c. Ask participants to plan and list down: What needs to be done for achieving that goal.
- d. Discuss in the bigger group
- e. Make short term goals for the long term goal with their participation.
- f. Draw a staircase on the chart paper and each small goal as a step of the staircase which will lead to larger goal.

**Wrap up & homework:** Each participant is asked to make his/her individual goal and plan and share it in the next meeting.



What are your short term and long term goal or goals that you would like to achieve this year? How will you go about achieving these goals? Break these goals into some smaller steps and start with the first one.

### Key Messages

Having a goal is important:

- To have control over your life.
- To know what you want to do with your life.
- Being accountable to ourselves
- Motivating ourselves / Be the best we can be
- Building our self-confidence.
- Plan to achieve the goals in life.
- Small and steady steps help in achieving our goal.



## Module 4: Developing Self - Esteem

### Objectives

To Encourage youth with Multiple Disabilities gain self-awareness

To help youth with multiple disabilities understand what self-esteem, it's important, way to improve self-esteem

#### Developing Self Esteem 2 hour

Introduction	-15 Mins
Opening circle	-15 Mins
Activity 1	-20 Mins
Activity 2	-20 Mins
Activity 3	-20 Mins
Closing Circle	-15 Mins

## Activities

- Description about animals
- Revealing others strength
- Dreaming High

## Materials

Toys, Flash Cards, Paper, White Scarf,

### A. For the Facilitator

#### Introduction:

The precious gift one can give for self is developing strong self-esteem, this starts with knowing about self. This needs to be nurtured and consciously maintained throughout the life. It's a dynamic process.

*With good driving skills one can enjoy journey even on bumpy roads.*



*One can cross dense forest or huge ocean with courage, confidence, and perfect preparation.*

*Nothing is impossible, even if challenges and difficulties are on the way.*

*Strong bow with proper bowstring helps the archer to shoot the arrow to the target.*

*Same applies for YwMD when you are strong from inside and feel worthy about yourself and believe in you then only you can win the outside world.*

***Ups and downs, difficulties, and limitation which you encountered in your way create a strong base to build self-confidence.***

***Chiselling gives good shape to the statue, likewise each step forward will leave you with rich experience.***

***Select suitable way, have faith on you and move forward to reach the destination. Your strong self-esteem will always propel you.***

### **A.1. what is Self-Awareness?**

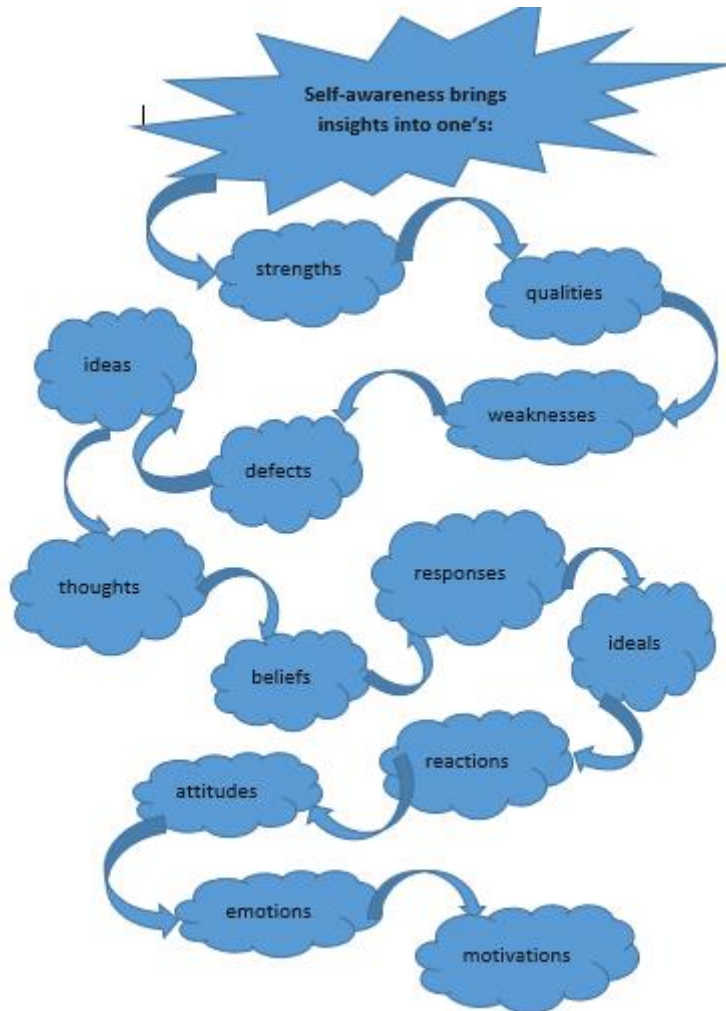
**Self-awareness means knowing about self.** It is the capacity that a person has to introspect and critically genuinely analysing self.

- Nature of disabilities
- Present challenges, Future implications and
- needs and wants
- Dreams

With clear understanding about self; YwMD is able to accept the reality and gain ability to tune own feelings, thoughts, and actions. It's also about recognizing that how act affects self and others.

Self-awareness brings insights into one's:

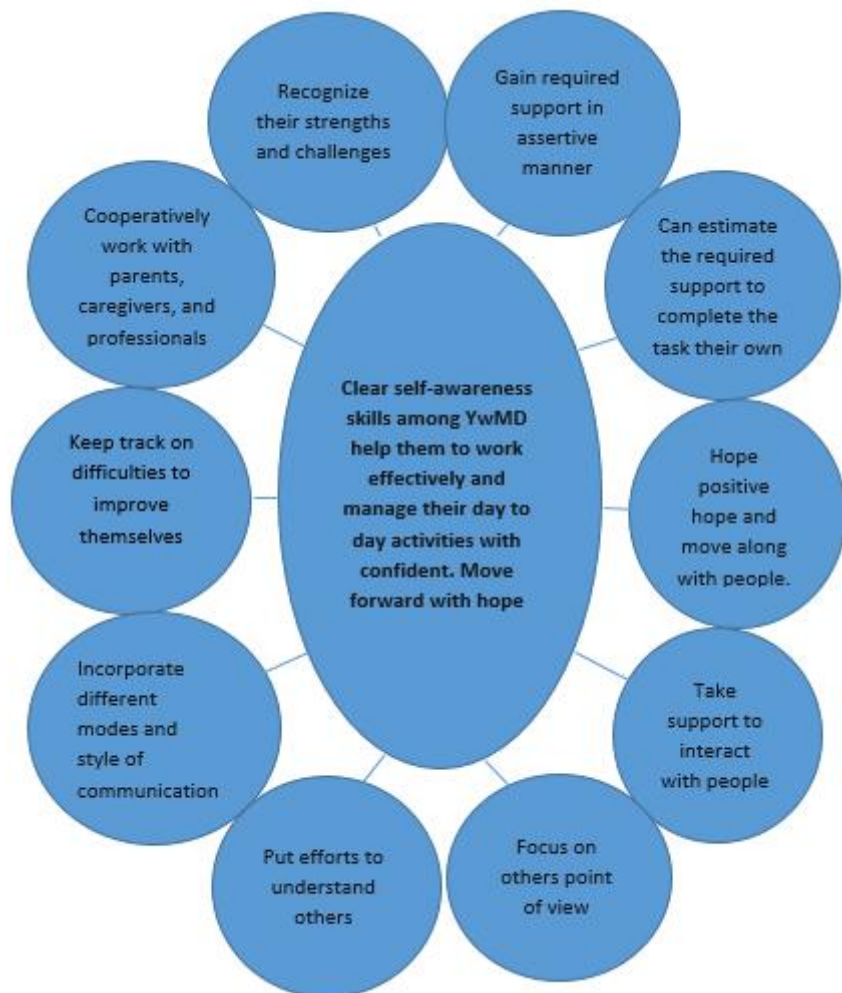
- ❖ Strengths, qualities, weaknesses, defects, ideas, thoughts, beliefs, ideals, responses, reactions, attitude, emotions and motivations.



Once YwMD gain self-awareness, second step is that critically analyse the support system, and need to work towards to build strong support system.

### **The Importance of Strong Self-Awareness:**

When YwMD understand them better, it's easier for them to build positive self-esteem. This supports them to develop smart communication skills making friends. This forward move gives a way look at possibilities rather than challenges. Once they know about themselves, they can clearly put forth their needs and speak up for want they want.



## **What is self-esteem?**

Self-esteem is how we think of ourselves and how worthwhile we feel. People with high self-esteem are positive about them and feel they are valuable and important. People with low self-esteem lack confidence, do not value them, and feel unloved and worthless

Developing strong positive self-esteem in YwMD is challenging task but it is essential.

Without fuel the vehicle will not move. Same way without strong self-esteem moving in life is like pulled by other vehicle. YwMD need to focus to put efforts to develop strong self-esteem.

<p><b>When YwMD accept self and feel worthy and realise that they are unique and encounter this world in new way; for that along with their efforts, there are people to support.</b></p> <p><b>This will create positive attitudes towards life and also leads to high, self-esteem this makes YwMD feel loved and accepted.</b></p>	<p><b>When YwMD start thinking about their condition and the challenges and limitation, It is difficult to accept and move forward.</b></p> <ul style="list-style-type: none"><li><b>• This makes them feel unworthy and leads to negative, or low self-esteem</b></li><li><b>• This shows inaccessible world to them this affects their</b></li></ul>
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<ul style="list-style-type: none"> <li>• This shows new and accessible world to them, this affects their routine academic success.</li> <li>• This also gives a sense of security and hope to that they can and will succeed.</li> <li>• This strong support system and self believe will help YwMD to show better coping skills for dealing with change, the unexpected, and failures</li> </ul>	<p>routine academic success.</p> <ul style="list-style-type: none"> <li>• This also leads to a sense of in security and they feel that all the doors shut for them and they can't go beyond this.</li> <li>• This may leave doubt about the support system and sometime misinterpret their abilities</li> <li>• self-doubt and also not having confidence on their support system will affect their ability to deal with change, the unexpected, and failures</li> </ul>
<p><b>In each and every step of the life YwMD need to be conscious to head forward in life</b></p>	

. Self-esteem can influence our ability to stand up for ourselves in difficult situations, gives us confidence, and help us make decisions without others influence. The following are characteristics of people with high and low self-esteem:



People with High Self-Esteem	People with Low Self-Esteem
<ul style="list-style-type: none"> <li>• Confident/outspoken</li> <li>• Ability to say no</li> <li>• Stand up for themselves</li> <li>• Make decisions on their own</li> <li>• Positive attitude</li> <li>• Can accept criticism</li> <li>• Take risks</li> <li>• Positive self-image, have appropriate goals</li> <li>• Use feed backs mechanism to enhance them</li> <li>• Unexpected outcome can consider as an experience and move forward</li> <li>• Handle difficult situations effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Less understandable self-conceptions</li> <li>• Think poorly and use of none</li> <li>• Often go for unrealistic goals</li> <li>• More focus on negative things, tend to be negative about the future, remember their negatively past experience.</li> <li>• More focus on their limitations</li> <li>• Gives more importance to other opinion more reacts to negative comments</li> <li>• Not confident/quiet</li> <li>• Unable to say no</li> <li>• Won't stand up for themselves</li> <li>• May rely on others to make decisions</li> <li>• Negative attitude</li> <li>• Very sensitive to criticism</li> <li>• Will play it safe</li> <li>• Poor self-image</li> </ul>

### Factors that Influence Self-esteem:

❖ Our Experiences with <ul style="list-style-type: none"> <li>○ Family</li> <li>○ Occupation</li> <li>○ Education</li> </ul>	❖ Type of Housing
❖ Disability condition	❖ Skills
❖ Resources available	❖ Societal expectations
❖ Accessibility of the environment	❖ Faith and language

### Factors that Influence Self-esteem:

#### Causes and Impacts of Low Self-Esteem

Causes of Low Self-Esteem	Impact of Low Self-Esteem
❖ Feeling that we are not good enough	❖ Poor mental health
❖ Negative body image	❖ Low self-worth
❖ Feeling hopelessness	❖ Feeling that we are not good enough (both a cause and impact)
❖ Lack of trust in our abilities	❖ Poor social skills
❖ Comparisons with others	❖ Low achievement in school and work
❖ Being a perfectionist	❖ High-risk behaviours
❖ Negative self-criticism	
❖ Constant criticism from	

<b>others</b>	<b>(alcohol, drugs, gambling, sexual behaviour etc.)</b> ❖ <b>Blaming others for our own failure</b>
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## **A.2. How to Improve Self-Esteem in Multiple disabilities?**

- ❖ Learn to accept yourself with your strengths, weaknesses and limitations
- ❖ Critically analyse and establish strong support system
- ❖ Make plans to improve weaknesses
- ❖ Try to change negative thoughts about weaknesses by considering your strengths
- ❖ Avoid comparison with others
- ❖ Develop faith on support system
- ❖ Expand your world through maintaining healthy relationships
- ❖ Follow a healthy life style. Meditation, exercise and being involved in activities you enjoy can help.

### **Suggested steps to develop self-esteem among YwMD**

#### 1. Accept self:

On the earth every creature is unique we can't compare one another. You are also one among them. You should accept and feel worthy about yourself,

then you can present yourself with confidence. The first step to develop self-esteem is accepting self.

2. Understand self:

Have clear understanding about own strengths and weakness and limitations and available resources and support system

3. Sense of responsibility

YwMD need to understand this; you may be dependent on others for certain issues, but it does not mean others will take decisions on behalf of you. You are responsible for your life.

4. Increase the Sense of Ownership

It's so tempting to ask help to solve problems and simply following or thinking negative; I am not able to do it independently, both are dangerous. Take opportunities to solve problems by yourselves. When YwMD believe they have some degree of control over their lives, which can be a big boost to their self-esteem and resilience.

5. Self-Discipline:

Who can maintain self-discipline is likely develop strong self-esteem? YwMD need to focus on this.

6. Developing Self-Advocacy Skills:

YwMD need to focus on developing self-advocacy skills for two purposes: One is to clearly express their

limitations and asking support from others, second to work for rights.

7. Accept feedback:

The feedback may **be positive or negative. YwMD critically analyse and use that for improvement of self.**

8. Keep away from negative thoughts

9. Keep more focus on positive thoughts and practice mindfulness

10. Set goals work towards achieving it

11. You need to learn how to take care of yourself.

12. Try new things: trying new things always motivate you and help in gain understanding self globally, which leads to strong self-esteem.

### **Positive Self-Talk**

This is where the person thinks of good things about him/herself and either says them out loud or writes them down. It's important to frequently think of your strengths, accomplishments and good traits for good self-esteem. You can also do this for other people to boost their self-esteem, or have someone do this for you.

Each and every one of us has self-esteem. Self-esteem is made up of the thoughts we have about ourselves and plays a role in almost everything we do.

Having **healthy** self-esteem is really important as it helps you make positive choices in your everyday life, gives you the courage to be yourself, have good relationships and helps you deal with difficult situations

We can use following **Positive Self-Talk Questions** to get started:

- ❖ What am I good at?
- ❖ What do I like about myself?
- ❖ What positive traits do I have?
- ❖ What do other people like about me?
- ❖ How would my friends/family describe me?
- ❖ What's the last compliment I got?
- ❖ Who do I have similar traits to that I like/admire?
- ❖ What have I been successful at?
- ❖ What are some of my accomplishments?
- ❖ What are some challenges I have overcome?

## **B. Lesson/Activities**

### **Opening Circle: 15 Minutes**

1. Welcome all participants and review the previous module.
2. Ask the participants sit in circle
3. Encourage them to share about people who they like them more and why

4. Support them to share their feeling freely and confidently using their own mode of communication

### Activities 1: Description about animals (20 min)

In this game facilitator will select two set of animals with contrast features, like peacock Vs Duck - colour

Fish vs butterfly – flying

Rabbit Vs Tortoise – running

Lion vs Elephant – size

Dog Vs Donkey - carrying weight



1. Ask the participants to divide into two groups.
2. For each group present a set of animals and ask them to present about the animals the best way they can.
3. Facilitator will give the theme points and ask both the groups to debate on this
4. Facilitator will discuss with participants and support the discussion about the experience of the activity and how this activity increases the positive attitude and self-awareness section A.

### Activity.2 Revealing Others strength (10 Minutes)

- Divide the participants into two group A and B.
- Write all the participants of A and B names in a paper and fold it.

- Put the name slot paper in separate bowls as a team in one bowl and B team in another bowl.
- Ask anyone participant from team A to take anyone paper slot of team B.
- The person who took the paper have to tell a positive point of that person.
- Similarly ask all the participants to take a paper and tell a positive of that person.
- It makes them to expose others positives
- Facilitator have to note down what all the participants are mentioning as positives of others.
- Finally, facilitator have to read the name of the person and their corresponding positives.
- It must make them to build their self-esteem.

Drawing information from section A2 facilitator will explain about high self-esteem and the ways to improving strong self-esteem.

### Activity 3: Dreaming High (20 Minutes)

- Facilitator will give two or three situations
- Like: climbing mountain – by a physically challenged person
- Trucking – Deafblind person (**climbing Ladder independently- Deafblind Person**)
- Ask the participants divide into two groups





- One group will support and another group will oppose performing this activity by special people.
- Each group has to present their points and strongly project that they are right
- Facilitator will support the debate.
- Drawing information from section A1 and A2 facilitator will explain about high self-esteem and the way improving strong self-esteem.

### **Activity.3 Group Discussion (20 Minutes)**

1. Welcome the participants and ask them to show their plans that they worked on (in workbook) to their partner. Each partner should give two positive points of praise in feedback.



On the chart paper copy Table: Characteristics of High and Low Self-Esteem. Next, divide the YwMD into two groups and assign one group to brainstorm characteristic of people with high self-esteem and the other with low self-esteem. Have groups share their thoughts when complete. Fill in any missing information once complete.

2. Ask youth with disabilities: “can you think the causes of low self-esteem and the impact, which may have on a person’s life?” Introduce the causes of low self-esteem using Table: Causes and Impacts of Low Self-Esteem.

3. Introduce the concept of improving self-esteem from Section A.2. Demonstrate the positive self-talk from section A.2 and ask YwMD to practice it in pairs. One person asks the positive self-talk questions and the other completes it.
4. Ask the participants to practice the positive self-talk at home or with friends.

### **Key Message:**

- ❖ When YwMD are self-aware, they understand that how they see themselves may be different from how others see them.
- ❖ Adults are self-aware recognize their strengths and their challenges.
- ❖ Self-awareness makes it easier for kids to build





Practice positive self-talk at home or with friends.

Begin by asking what they like about you – list at least 2-3 questions. What you are good at? These are amazing qualities and you should be proud of them. Look at the list of Positive self-talk examples for this exercise.

Explore how your family or friends feel when they see or hear you doing these things that they like about you.

## **Module 5: Character Strength**

### **Objectives**

To help YwMD, identify their character strengths and increase self-awareness.

### Activities

Cross mud roads  
Group Discussion

### Materials

Chart, Paper,board, Character Strength,hand-outs, Marker

### Character Strengths 2 Hours

Introduction -30  
MinsOpening circle- 15  
Mins  
Activity 1- 30 Min  
Activity 2- 30 min  
Closing Circle- 15 Min

## A. For the Facilitator:

### Introduction:

**Hope shows way even in dark character strengths gives confident to move forward**

By nature stars twinkle; human shines with their character strength. People get water from the well when water is good; depth doesn't matter.

YwMD need to understand this, you may have difficulties to reach the world but with your character strengths can bring the world near to you.

There may be limitations in your way, but there are no limitations in building character strengths, so work on it.

Beautiful flower blooms; same way, you bloom through your character strengths and spread the fragrance around the world.



## **A1. Character:**

'Character' comprises the mental and moral qualities of a person. These are a set of traits and qualities that distinguish the individual nature of a person. Character is important in life. It is necessary for an individual and society to function in harmony. Your character should influence people and situation. You should not change the character according to people and situations. If you go in this track, at the end you lose yourself.

### **Character strengths help people to:**



- Feel good about ourselves
- Be confident and more successful
- Gives drive to achieve our goals
- Maintain mindfulness in everything we do
- Feel good, feel worthy attempt to enjoy life more

Character strengths are “capacities humans have for thinking, feeling, and behaving. Specifically, they are the psychological ingredients for displaying virtues or human goodness”.

Character strength is often something a person builds over time. Every day is filled with different experiences, some are positive and some are negative. Till now things were not in your hands; but how you are going to face and respond to it is in your hands. Here your character strengths play a key role. Based on the experiences and observation of the surrounded people one will build the character strengths. In turn these character strengths help the person to be stable in any situation and protect from committing mistakes. This Character Strengths also protect guide and give right direction throughout the life.

## A.2. some character strengths:

<p><b>Wisdom and Knowledge</b></p> 	<p><b>Creativity</b> - Thinking of novel and productive ways of doing things</p> <p><b>Curiosity</b> - Taking an interest in all of ongoing experiences.</p> <p><b>Open-mindedness</b> - Thinking things through and examining them from all sides</p> <p><b>Love of learning</b> - Mastering new skills, topics and bodies of language</p> <p><b>Perspective</b> - People who know you consider you wise</p>
<p><b>Justice</b></p> 	<p><b>Fairness</b> - Treating all people the same according to notions of fairness and justice</p> <p><b>Leadership</b> - Encouraging group to get things done</p> <p><b>Team Work</b> - Working well as a member of a group or team.</p>
<p><b>Courage</b></p> 	<p><b>Authenticity</b>- Speaking the truth and presenting oneself in a genuine way</p> <p><b>Bravery</b>- Not shrinking from threat, challenge, difficulty and pain</p> <p><b>Persistence</b>- Finishing what one starts</p> <p><b>Zest</b>- Approaching life with excitement and energy</p>
<p><b>Moderance</b></p> 	<p><b>Modesty</b>- Letting one's accomplishments speak for themselves</p> <p><b>Self-regulation</b>- Regulating what one feels and does</p>

	<p><b>Prudence-</b> You are a careful person</p>
<p><b>Humanity</b></p> 	<p><b>Kindness-</b> Doing favours and good deeds for others</p> <p><b>Love-</b> Valuing close relations with others</p> <p><b>Friendliness-</b> You know how to fit into different social situations</p>
<p><b>Transcendence</b></p> 	<p><b>Noticing</b> and appreciating beauty, excellence and/or skilled performance in all domains of life</p> <p><b>Gratitude-</b> Being aware of and thankful for the good things that happen</p> <p><b>Forgiveness-</b> Forgiving those who have done wrong</p> <p><b>Hope-</b> Expecting the best and working to achieve it</p> <p><b>Humour-</b> Enjoying laughter and teasing; bringing smiles to other people's lives</p> <p><b>Spirituality-</b> Having coherent beliefs about the higher purpose and meaning of life</p>



### **A.3. the Story of Manu**

Manu, a 16-year-old boy in Bihar was very good at sports. One day he was going to the city to participate in a state competition. When he was travelling by bus to another village the bus broke down in the forest. All passengers panicked about the situation.

Manu gathered all passengers and talked to the people in the bus and asked them to think of ways by which they can survive (team work). He organized them into small groups – one group found firewood and made a fire. Another group was put in charge of food – they started collecting whatever food the passengers had and also went looking for fruit etc. (leadership & team work). They lit a fire to keep away animals and slept in the bus. Two people kept watch for 2 hours at a time (creativity).

The next morning a mechanic repaired the bus and they continued on their journey. All the passengers praised Manu. Manu was late for his competition.

When he told his friends about what happened and why he was late, the boys made fun of him. They told him that no one will believe his story – they told him that he should just say that he fell from an auto rickshaw. Manu decided to tell the truth (authenticity).

When event organizers asked Manu about why he was late, he told them what happened. As they looked at him with disbelief an elderly man came forward – he was one of the senior sirs and Manu recognized him from having been in the bus too. The man told the others about how Manu had led the group and how he was responsible for everyone being safe (appreciation of excellence).

2. Discuss the experience of the activities with the participants.

### **Activity 1: Group Discussion (30Minutes)**

- a. Narrate the story of Manu to the participants.
- b. Ask participants to list down the qualities of Manu. Write them on a chart paper/board
- c. Explain character strengths through story (see hand out below) (Note to Facilitators: Review description of character strengths before group).
- d. Hand-out list of Character Strengths to all participants, explain each strength, giving examples on how they are used (from the hand-out)
- e. Discuss importance of identifying our character strengths and learning how they help YwMD (Section A.1)
- f. Have YwMD circle three of their top strengths on their hand-out. Help participants who cannot read.



### Activity 2: Cross the Mud Road (25 Minutes)

- Facilitator will ask the participants to assemble at garden (Mud road/wet sand).
- Ask the participants to walk through it
- Facilitator will observe the participants
- Facilitator will ask the participants to narrate about their experience.



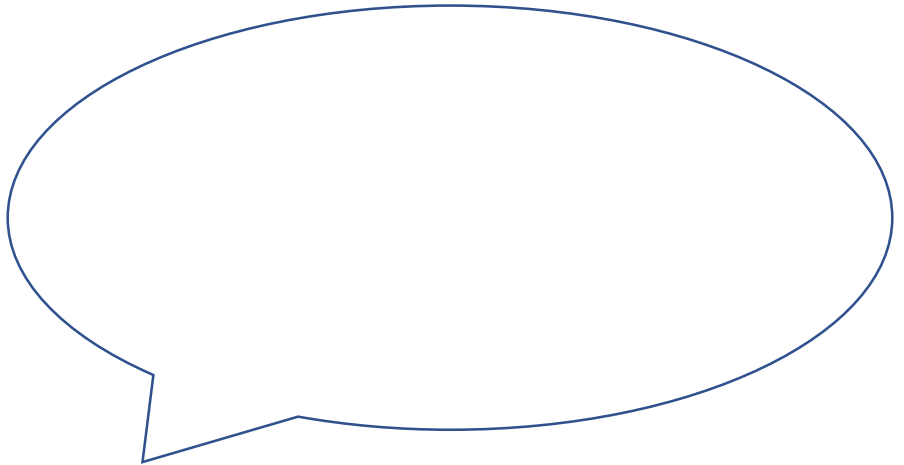
Based on the opinion and the observation of participants; the facilitator divide the participants in to two groups.

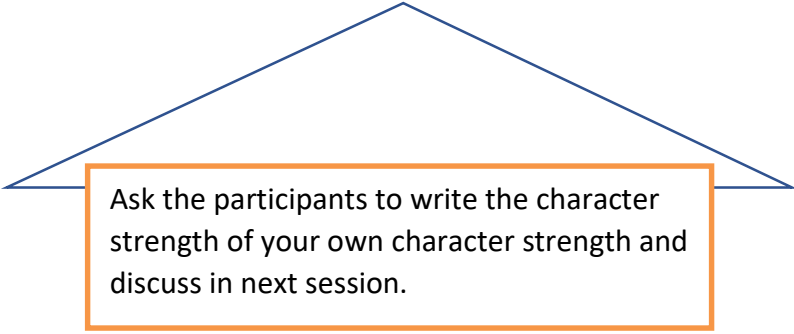
1. Positive side – taken this task as a challenge
2. Negative side – focused on their limitations

Discussion: drawing information from section A2 facilitator will explain that the character strengths always propel us in any situation.

**Closing Circle: (15 Min)**

1. Ask all the participants to tell their experiences of the activities individually.
2. Discuss with participants about the experiences of activities.
3. Group Discussion





Ask the participants to write the character strength of your own character strength and discuss in next session.

# MODULE 6: COMMUNICATION

## CONFIDENTLY

### Objectives

To help YwMD build an understanding about the different styles of communication and to incorporate confident communication into the lives of Youth with Multiple Disabilities.

<p><b>Communication confidently -2 Hours</b> Introduction -30 Mins Opening circle -10Mins Activity 1- 20 Mins Activity 2- 20 Mins Activity 3- 20 Mins Activity 4 – 10 Mins Closing Circle -10 Mins</p>
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### Activities

- Candle and balloon game
- Transferring vegetables
- Magic Presentation
- Group discussion on advertisement of video

### Materials

Candle, Balloon, Matchbox, Vegetables, Basket, Paper, Pencil, Video, Smartphone, and Computer

### A. For the Facilitator

## Introduction (30 Min)

Communication Skills, is the precious gift given by nature for human beings. With that one can make connection with people around the world. There is no limit or standard to measure this. Communication skills, is an art; Its upto individual's capacity how best to equip and express self. Sky is the limit for this. Everyone has to work on their communication skills to develop the best they can. The same applies for YWMD.

Stream should flow; wind should blow;  
communication should happen.



One should be conscious and careful to  
move forward on new path.

Same applies for YwMD, due to limitations you can't stop your communication; need to find new way to communicate, there may be lot of challenges in new mode of communication, which need to be handled carefully as well as smartly.

Communication is an art; with this one can win the world.

YwMD should understand this; on the earth each living being have different modes of communication. Same way Youth with Multiple Disabilities have to choose suitable mode of communication and need to enhance competence in it.



Knowing the route makes you confident to reach the destination easier. Likewise, YwMD should equip them that much, that the society becomes accessible to you.

When sunk fully in water, there is no question of shivering; same way when you travel with Multiple Disabilities, challenges are part of life, you need to accept it and face them. But, are you going to face with confidence or surrender yourself, is in your hands.

YwMD should decide first on this and then start your journey. Express yourself the best way you can; work on your communication skills; and add confidence in that. You may have limitations in reaching the world but with your communications you can bring this world around you.

#### **A1. Communication means:**

Communication is the process of conveying thought, ideas, information, and messages from one person to another. It is not only spoken language; it includes variety of ways by which a person gets connected with another person.

- It is the ability to convey information to others - allow the children to influence other people and their actions.
- The ability to receive and interpret information from others - allows the child to learn from others, who offer meaning to the ever-changing events in the child's environment.

#### **Challenges faced by Youth with Multiple Disabilities:**

For the flow of communication input, processing, and proper channel to give output are required.

**Influence processing and face challenges in expression understanding and interpreting and also decide upon expression.**

### **In Youth with Multiple Disabilities**

Either way the flow of communication affected. That influences other areas also.

#### **YwMD need to focus on:**

- Analyse current challenges in communication
- Assess future needs of communication
- Select suitable mode of communication that maximizes the utilization of residual capacities
- Develop competencies by perfect plans; if not that, will stop you to interact with this world.

Hence YwMD need work on mode of communication that best suits for them.

#### **Types and Mode of communication:**



## Types of Communication:



### Verbal and Non-Verbal

All forms of communication can be categorized as either verbal or nonverbal.

**Verbal communication** spoken language whereas, **non-verbal communication**; written communication, sign language, finger spelling, braille, or other alternatives to verbal language.

**Paralanguage:** a range of non-linguistic elements of speech, such as facial expressions, gestures, the use of time and space, and so on.

The **non-verbal communication** is divided into several specific categories like Kinaesthetic (body language) and Oculistics (eye behaviour). In this subunit, we will discuss linguistic and non-linguistic communication.

Linguistic communication is a systematic means of communicating using sounds and /or conventional symbols. To communicate linguistically, the whole language should be available.

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**des of communication:**

**Linguistic Communication:**includes aural – oral (speech), visual manual (Sign Language), and visual – graphical (literacy).

**Non-Linguistic Communication:**

Non-Linguistic Communication includes facial expressions, eye contact, body movements, touch, vocalizations, object communication, picture communication, animal communication, and few AAC.

**Body Language and Signals:**

**Natural Gesture and Pantomime:**

More easily predictable and require less interpretation on the part of the receiver than non- conventional movements. They also depend more on imitation of how others communicate. Example: **shaking the head for “no” nodding for “yes”**.

**Vocalization:**Vocalization involves the use of the voice without words or formal language for communication.

**Object Communication:**The use of objects is a natural part of the interactions

**Picture Communication:**Pictures, drawn, printed, or photographed are other modes of communication.

**Printing on the palm:** This is a system of forming block letters on the palm of the receiver, using on the palm of the receiver, using the index finger as a “pen”.

**Augmentative and Alternative Communication systems:**

Augmentative systems are particularly useful in environments (such as public places or work situation) where people are not familiar with sign language, syntactic speech or gestures or other forms of communication used by the student who is multiple disabled.

**Electronic communication system:**Technological devices used to receive express information.

**Manual Alphabet:**Manual alphabets use a different hand/ finger of the alphabet.

**Animal Communication:**Animals communicate using many different types of signals, and they also use these signals in a wide range of contexts. Animals communicate using signals like visual; auditory, or sound-based; chemical, involving pheromones; tactile or touch based cues.

Speech reading (Lip-reading) may be visual, or it may be tactual, through placement of the receiver’s hands on the speaker’s hands on the speaker’s face known as the Tadoma Method. Deafblind people use Tadoma as their primary mode of communication; it is a difficult method to learn and use.

B. Visual – Manual (Sign Language): This involves the use of specific hand shapes, body movements and facial expression to represent ideas and concepts.

C. Visual – Graphical (Literacy): Reading (visual) and writing (graphical)

When YwMD gain clear understanding about different modes of communication, also gain expertise on those types. Further, they can expand knowledge about styles of communication to enhance their communication skills

**A2. There are three main communication styles: passive, aggressive and confident.**

- Passive communication can be described as agreeing to someone else’s preferences while disregarding your own wants and needs. There are times when we need to put our own needs last, but it should not be the only way that we solve disagreement. You often do not express your own feelings and let others know what you need.
- Aggressive communication is the opposite of passive communication. It is often demanding and insensitive to other people’s wants, needs, and rights. Normally, aggressive communicators do not care about others’ feelings, wants, and needs.
- Confident communication is when you clearly represent your feelings, wants, and needs without violating the rights of others and being thoughtful of others’ needs. Confident people can stand up for themselves in a respectful way without apologizing or feeling guilty.

**Being confident in your communication:**

- Is being honest without being rude or hurtful because the best you are presenting
- Is about what you really want and need
- Allows others to get what they want and give space for their opinions
- Is being respectful of yourself and others; and
- Does not intentionally hurt people.



Confidence allows us to take care of ourselves and is important for good mental health and healthy relationships. We do not always fall into one of these categories. Sometimes we use different styles of communication in different situations or with different people.

The following table describes specific behaviours of these styles of communication.

Passive Communication	Confident Communication	Aggressive Communication
❖ May give in to others easily or cannot say no, due to dependency	❖ Will not allow others to disregard their rights; each	❖ May dominate, criticize, blame, or attack others; to

<ul style="list-style-type: none"> <li>❖ May allow others to disregard their rights; feel that they are less capable</li> <li>❖ May not express their wants, needs, feelings or opinions; either they do not want to express or inability to express</li> <li>❖ May apologize frequently; to keep people in track</li> </ul>	<p>person is unique</p> <ul style="list-style-type: none"> <li>❖ Will use “I” statements</li> <li>❖ Will state their wants, needs, feelings or opinions clearly and respectfully; need stand for self</li> <li>❖ Will listen well</li> </ul>	<p>express their needs</p> <ul style="list-style-type: none"> <li>❖ May not listen well; due missing of information and losing continuity.</li> <li>❖ May get angry easily: way of expression</li> <li>❖ May interrupt others when speaking; to get or give clarity</li> </ul>
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Passive Communication	Confident Communication	Aggressive Communication
<ul style="list-style-type: none"> <li>❖ May have poor eye contact</li> <li>❖ May believe others are more important than</li> </ul>	<ul style="list-style-type: none"> <li>❖ Will not interrupt others when speaking, if need any</li> </ul>	<ul style="list-style-type: none"> <li>❖ May be very demanding with their wants, needs, feelings or opinions; feel</li> </ul>

<p><b>themselves</b></p>	<p><b>qualification</b></p> <ul style="list-style-type: none"> <li>❖ <b>Will have good eye contact, relaxed body language, and a calm but clear voice.</b></li> <li>❖ <b>Will believe that they have equal importance to others</b></li> </ul>	<p><b>that others will not understand them</b></p> <ul style="list-style-type: none"> <li>❖ <b>May have harsh eye contact, aggressive body language and speak in a loud voice; to express their viewpoint</b></li> <li>❖ <b>May believe they are more important than others; self-respect</b></li> </ul>
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**The following are tips for confident communication:**

- ❖ Be clear in your mind about what you want to say.
- ❖ Stand in a proper position and maintain distance. If required inform the partner to come closure
- ❖ Use suitable mode and Say directly what you want, the best way you can.
- ❖ Give reasons and explanation if you think it will help, be honest.

- ❖ Focus on key sentences try to clearly express the best you can
- ❖ Try to precise the information
- ❖ Ask apology clearly and humbly when you have made mistakes.

Or you need repetition or need more information

- ❖ Speak with confident, whatever mode you are it does not matter just focus the best way you can express natural tone of voice, and confirm

- ❖ Make eye contact. /maintain proper proximity

*(Note: In many cultures and communities, making an eye contact can be seen differently. Facilitators need to be aware of the context of the participants.)*

- ❖ Respect the other person's right to say 'No'.

### **A.3. Listening Skills:**

Communication does not just mean talking or expressing our feelings.

There are two types of listening:

**Active listening** where we nod, asks for clarifications, paraphrase the content and respond. Paying attention, responding effectively, asking appropriate questions and seeking clarification are key to active listening. A danger is that the listener is more often preoccupied with his/her response (What am I going to say next?). This can prevent us from listening fully to the person we are with.



Listening is representing for receptive as well as expressive communication and also support in perceiving clear information.

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B.

**Empathic listening** is when we listen with our eyes, heart and mind. We not only listen to what is said, but more importantly what is not said. We pay attention to all the non-verbal cues. For example, when a teenager wears crumpled clothes, talks in a low voice, sits with her shoulders drooping and downcast eyes but says “I am okay” to your question of “How are you today?” Her body language tells us that she doesn’t seem to be okay and ask her about how she really is feeling.

### **Opening Circle (10 Min)**

- Welcome the participants and do a quick recap of last module.
- And ask the participant to separate into small groups and each group have to sing a song / make sound or action in group.

### **Activity 1: Candle and Balloon Game (20Minutes)**

- Welcome the participants
- Ask them to sit in a circle
- Keep the candle in centre (Height of the candle will be adjusted according to participants)
- Balloons will be distributed and ask them to blow and hold it.If required blowing instrument will be provided;
- If required assistant will be provided
- Ask them to sit properly in face to face mode

- Each participant has to blow the candle with releasing air from balloon
- Number of attempts, time and distance will noted
- Based on this, winner will be decided
- Encourage the participants to give their best.

Group discussion: Drawing information from section A1. Facilitator will explain that even though different participants using different modes and variation in timing and pace; the information is same.

### **Activity 2: Transferring Vegetables (20 Minutes)**

Vegetables and small baskets will be provided. Baskets will be placed at a distance from participants; they need to transfer vegetables from big container to small baskets. They can use different methods to do this task. (Carry, Throw, etc.)

- Welcome the participants
- Ask them to divide in two or three groups
- Provide the required materials
- Ask each group to do the task
- Time, arrangement and level of damage will be observed
- And winner will be decided
- Group presentation: each group has to justify their way of doing task
- Drawing information from section A2 facilitator will discuss that there are different ways of doing this same way different

styles communication to express self. Which styles one can depend on situation and individual capacity.

### **Activity: 3 Magic Presentations (20 Minutes)**

Facilitator will give the following topics and explanation. Each group has to mesmerise/convince the audience with their presentation. They can use one style of communication or combination of styles.

- Gender Equality
- Inspirational stories
- Self-advocacy

Welcome the participants

- Ask them to divide into three groups
- Topics will be given on lottery
- Each group has to discuss among the group and present best way they can.
- Other groupshave to rate the presentation
- Based on the scores the **“Magic presenter”** title will be given for the group.

Drawing information from section A2 facilitator will explain that communication is art everyone has to put genuine efforts to enhance this.one has to estimate and different styles of communication to be a good communicator.

### **Activity 4: Group discussion on Advertisements of video (10 minutes)**

Facilitator will play familiar advertisement video ask them to listen. If video is not available show the pictures



Group discussion:

Drawing information from A3 and explain the importance of listening skills.

### **Closing circle (10 Minutes)**

1. Ask participants to communicate with others in group work and write down their experience on activity after communicating with others.
2. Each participant has to write about the experience discuss with other groups.

### **Key Messages**

Being confident is important so we stand up of ourselves, have good mental health and healthy relationship with others and communicating with others.



## Home Activity

You have to participate in group activities with others and communicate confidently with others. Please share your experiences in next meeting.

# MODULE 7 – SOCIAL COMMUNICATION

### **Objectives:**

To encourage Youth with Multiple Disabilities

### **Social Communication – 2 Hours**

Introduction – 30 Mins  
Opening circle – 15 Mins  
Activity 1 –30 Mins  
Activity 2 –30 Mins  
Closing Circle – 15 Mins

(YwMD) understand about social communication and to incorporate social communication and to

Incorporate social communication into their lives.

**Activities:**

Giving Directions  
Place of Talk

**Materials:**

Paper, Tactile Map, Pictures, Flash cards

**A. For the Facilitator:**

**Introduction:**

Communication is an art; adding colours to art give gracious look. When you add little more social essence to it, it further reflects and enhances once communication skills.

Life's philosophy is 'if you want shorten a line, draw bigger line next to it' same way you want to change the option about Multiple Disabilities (MD), being YwMD you need showcase your strengths and talent in natural way. You may have limitation in your communication skills; but when you focus and develop social communication skills that make the environment assessable to you in any situation. One can win the world with smart communication skills. Then only the current status on MD will change and responsive and accessible society will evolve.



For this to happen, YwMD have to develop social communication along with confident communication.

Social communication skills refer to all of the skills we need when using language to communicate and engage in conversations with others, understanding and using non-verbal communication skills, e.g. eye contact, facial expression, gesture, proximity and distance.

With these communication skills one can enhance their interaction and approach the world with confidence.

### **A1. Social Communication:**

The skills we need when using language to communicate and engage in conversations with others; understanding and use non-verbal communication skills, eye contact, facial expression, gesture, proximity and distance.



### **Social communication for Youth with Multiple Disabilities**

Multiple Disabilities, in any combination any time, when it enters into life; it adversely affects the communication skills of person. Because, the challenges present are either in sensory input or expression, these affect the process of communication.

In general, YwMD concentrate on selection of mode of communication and put efforts to enhance that, but here one key point needs to be kept in mind, that their communication is not limited to known people. Day by day their world is going to expand and they need to encounter new people and new environment. YwMD need to concentrate on competency in mode of communication as well as enhancing social communication skills.

When social communication skills are lacking, that affects the interaction with the people. YwMD may exhibit short temper,

impatience in listening skills, and they expect others to understand them.

**Social communication will help YwMD to learn following skills:**

- They may have difficulty in understanding or may take long time to perceive information, but still they learn to remain on the topic and put sincere efforts to continue to be on the topic.
- Show genuine efforts and work full heartedly to gain the attention of others.
- Be aware of personal space, know the proximity and learn to stand at proper distance while speaking to others.
- Narrate incidence in organized way.
- Try to maintain clarity and pace in the conversation, and use smart listening skills and ask for repetition or clarification if they haven't understood.
- Incomplete information and gaps in communication pose difficulties on understanding other person's point view. Still make honest efforts to understand.

In initial stages they may face difficulty in developing relationships and making friends; but once initiated they will maintain for life.

**A2. Steps to develop social communication:**

Social communication is a decoration for communication which brings to ease in conversation. These skills become life jacket for YwMD, to move forward in any situation. How natural and simple it is, that much clarity and dignity will be added to individual. YwMD need to develop these skills by following steps.

- Select place, people and situation to talk.



- Select proper and suitable mode of communication according to situation and the receiver.
- Prepare and rehearsal it with known people and check the level of meaningfulness.
- Accept the criticism and feedback.
- Refine your communication skills based on feedback.
- Present in known environment to new person.
- Select new environment make trail.
- Estimate the communication requirement.
- Be confident have faith on self whatever make feedback.
- Work on trial and error basis.
- Slowly build the social network.
- Be confident and flexible.
- Expand the accessible world.

Social communication skills enhance the ability to express the 'self' of YwMD in the best way they can. This is a powerful weapon to create a positive self-image among the peer group. So, YwMD need to focus on their communication skills which will support to develop strong personality.

## **B. Lesson/Activity**

### **Opening circle (15 min)**

- Welcome all the participants and review the previous module.
- Ask the participants to sit in a circle.
- Facilitator shows some pet animals and asks participants how you call them. Following that facilitator show some dangers picture like staring dogs, monkey and ask the

participants, how to frighten them. Facilitator will encourage the group discussion.

### **Activity 1: Giving Directions (30 Min)**

- Welcome the participants.
- Ask the participants to divide into two groups.
- One group act as a guide another group act as a new person for the place.
- Second group will assign some characters like child, aged person, educated and uneducated.
- First group need to discuss among group how to give directions to this different people for a same place.
- Second group act has like assigned character and take direction and follow it.

**Group discussion:** Each group has to present their experience in receptive as well as expressive communication skills.

- Drawing information from section A1, facilitator will discuss about social communication skills.

Note: Facilitator will encourage and support the participants to use situation mode of communication.

### **Activity 2: Place of Talk (30 Min)**

- Welcome the participants.
- Ask the participants to divide into two groups.
- Each group give topic and location Ex: Topics – save the water, place, CBR, school, etc.
- Each group has to prepare their presentation.
- Facilitator will encourage the group to use different modes instead of focusing on oral.
- Group presentation: Each group will do the presentation. The other group, facilitator and volunteers will give the feedback.

- Drawing information from section A2, discuss about steps to develop social communication.

### **Closing Circle (15Min):**

Each participant is asked to think about the experience of the activity and group discussion. Facilitator will encourage the participants to express their views.

#### **Key message:**

- Communication is an art.
- Different mode and styles can be used to express self.
- Social communication boosts once



### **Home Activity**

Define specific action that your whole team agrees with; and create an action plan to carry them out.

Then, continue to coach and support your team when addressing others elephants in the future.

# Module 8: Being Aware of our Emotions

## Objectives

To help youth with multiple disabilities understand emotions and how to manage them in positive way

## Activity:

- Preparation of Emotional Bouquet
- Making Globe

## Being Aware of Our

### Emotions : 2 Hour

Introduction -30 Mins

Opening Circle-15 Mins

Activity 1- 20 Mins

Activity 2-20 Mins

Activity 3-20 Mins

Closing Circle- 15 Mins

- Group Discussion

### **Materials:**

Flash cards, Emotion cue cards, Video, Smartphone or Computer, Flowers, Clay, Castor Seeds, Feeling face worksheet, Blackboard or Chart, Pencil, Candy, Bowl

### **A. For the Facilitator**

#### **Introduction**

#### **A1. Understanding Emotion:**

Emotions add colours to life; it brings ease and joy to life. How a boat floats on water same way we also float on the emotions? When waves are in normal state, we can enjoy it; but when speed increases, we need to leave the place and decide what to do.

Same applies for life. Emotions are moving force for human, but whatever may be the situation we should not be dominated by the emotion and act accordingly. We stay little away or build some gap between emotional force and intelligence and then work on it. YwMD need to understand this. When you understand and maintain balance in emotions the world appears clear and one can move in right direction.

‘Water tank vs small pipe; Rice bag vs. Table spoon

Using these things either to fill or empty is cumbersome activity

To this task need right size and right shaped instrument either to fill or empty.

YwMD may have mountain of emotions and feeling to expresses. Receiver will also ready to receive, but the problem is with the transaction mode which they are used. Both the sides need to work on this, not on them or between them. This leads conflict and emotional imbalance



Emotions are like waves, if you know how to maintain balance, it creates beautiful world and brings joy to life.

MD needs to focus on this whatever may be the situation that should surround you. No matter what happens in outside world. You should be balanced to understand and react appropriately. Your limitations should not dominate you.

Expression of emotion is an art. You have challenges in receiving information from all the sources and face limitations in understanding the emotions of others, with incomplete information. You need to develop safe mode like a life jacket to understand, express and manage emotions in positive way. Nothing is permanent in this world. Focus on present, be joyful and fill your surrounding with positive waves.

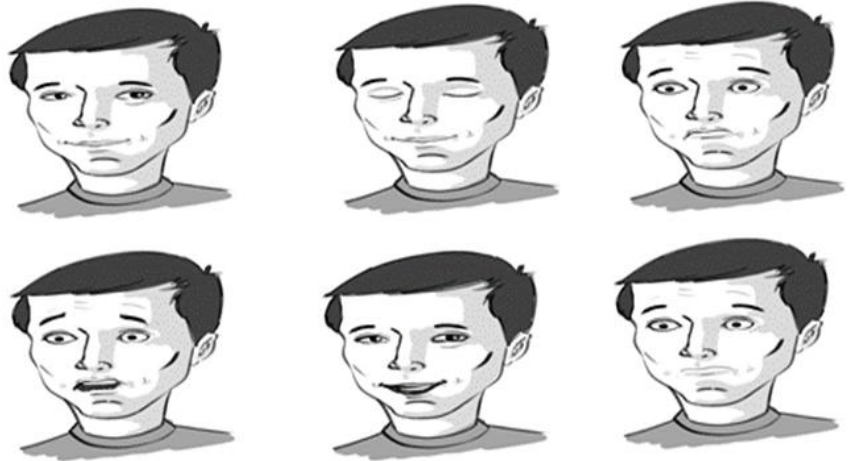
Have you ever been afraid? Everyone gets scared sometimes. Sometimes thunder and lightning makes someone's heartbeat faster. A student's mouth goes dry when the teacher announces a test, or palms sweat when it is time to get the report card after an examination. All such feelings of fear, anger, sadness, surprise, happiness, and love are called emotions and we experience them in different ways in our lives.

YwMD who gain understanding about their emotions, they invite more access, joy and fulfilment to their lives, by ignoring outside responses. When they are able to differentiate good and bad emotions of self and some extend of others, these keep them in balance state and also support them to perform best and apt way in any situation.

Because life of YwMD inevitably filled with mountain of challenges, the only weapon in their hand is to understand the emotion and give balanced responses. This gives control over one's life. Additionally give confidence, joy and excitement to move forward.

Table of Common Emotions:

<b>Six Common Emotions</b>	
<b>Happiness</b>	A mental state of well-being characterized by positive emotions ranging from contentment to intense joy.
<b>Fear</b>	A distressing negative sensation caused by a perceived threat.
<b>Love</b>	An emotion of strong affection and personal attachment.
<b>Sadness</b>	An emotional pain associated with feelings of disadvantage, loss, despair, helplessness, sorrow, and rage. Crying is an indication of sadness.
<b>Anger</b>	Emotion related to one's feelings of having been offended, wronged, or denied and wanting to undo that by retaliation.
<b>Surprise</b>	A response to an unexpected event, fact, or thing.
<b>Happiness</b>	A mental state of well-being characterized by positive emotions ranging from contentment to intense joy.



## A.2. Managing Emotions:

While emotions are natural, expressing emotions is not. It is often difficult to identify and understand our emotions. Sometimes we can have more than one emotion at the same time – for example, feeling happy and scared at the same time.



Managing your emotions should be in your hand it should not be influenced by outside world. Because YwMD regularly encounter with some other issues which make them to upset. Put them down, from this they have to cope with the situation and bounce back; it becomes a regular practice. In this way, managing emotion may not long lost you may give up some other day. That may create imbalance in emotions and drag to hell of depression.

There is a disparate need for YwMD to build strong emotional balance inside. No matter what is happening outside, it is not going to affect or shake you till you allow or invite. So be strong. With this approach you gain confidence, learn to handle emotions in an



effective way. This will make your path smoothen and lead a joy and peaceful life.

When we are in different situations, we have different and strong emotions associated with them. These situations and emotions are accompanied by thoughts, actions, and consequences of the emotions. It is important to act once we are aware of our emotions. For example, if a girl is feeling sad because of losing her job, she can ask her friends to help in searching for a new job. When we are learning how to manage our emotions, we should reflect on these things to understand our emotions more clearly.

### **A.3. Managing Anger:**

- ❖ Anger is a common emotion, which is extremely hard to manage for many people. Anger is often combined with other emotions such as jealousy, frustration, or irritability.
- ❖ Anger is often directed at others in multiple ways. Being irritable or critical, verbal abuse (foul language), physical violence, breaking things and refusing to co-operate are some of the common ways of showing anger. Sometimes, anger is directed towards oneself and a person may harm themselves.
- ❖ The outcome of anger, either towards others or towards self, can damage relationships.
- ❖ Managing anger does not mean suppressing it. We need to know how to guide our reaction to it.
- ❖ Forgiveness is a key concept that can bring us release from anger and hurt. Jesus, in the Bible says very simply “Forgive one another” and “Do not let the sun go down on your anger”.
- ❖ It is important to say sorry when we have done something wrong, and to also forgive others when they have hurt us. This allows us to move ahead from the event that caused us pain, and to live in freedom knowing that though we have made a mistake, we have been forgiven.

### **Steps for Managing Anger:**

Following steps can help in managing the reaction to your anger. It involves asking you a couple of questions, and then answering them based on the situation.

Use this example to become familiar with the steps:

A boy with MD, who needs support in mobility, wants to attend his friend's birthday party. He asked his mother to accompany, but she is having some important work so she cannot accompany him, and she instructed him to stay at home and study. He starts getting angry on his mother and self-pity due his dependency in mobility feels angry and helpless.

1. Identify the problem (self-awareness).
  - a. Ask yourself: What's got me angry? What I am feeling and why?
  - b. For example, in this case: "I'm really angry at my mother because she is asking me to cancel my programme and stay at home and study. It's not fair!" Your feeling is anger, and you are feeling angry because you might not get to go to the friend's birthday party
2. Think of potential solutions before responding (self-control).
  - a. Ask yourself: What can I do?
  - b. Stop for a minute to give yourself time to manage your anger. Think about how you might react — but without reacting yet. Think of at least three things.

For example, in this situation you might think:

- (A) I could request my mother is it possible to postpone her work
  - (B) Explain her how important to attend
  - (C) Showing angry face and expressing his dependency putting her in difficult situation.
3. Consider the consequences of each solution (think it through).

- a. Ask yourself: What will happen for each one of these options?
  - b. This is where you think about what is likely to result from each of the different reactions you came up with.
  - c. For example: (C) Going out may seem like a real option in the heat of the moment, but when you really think it through, it will probably only prolong the bad feelings with you sulking first and then your mother also being unhappy and perhaps complaining about how you are now throwing tantrums and not listening to grown-ups.
4. Make a decision (pick one of your options).
- a. Ask yourself: What's my best choice?
  - b. This is where you act by choosing one of the three things you could do.  
Look at the list and pick the one that is likely to be most effective.
  - c. Once you choose your solution, then it is time to act.
5. Reflect:
- a. Ask yourself: How did I do? Did things work out as I expected? If not, why not? Am I satisfied with the choice I made?
  - b. After you have acted and the situation is over, spend some time thinking about how it went. Taking some time to reflect on how things worked out after it is all over an important step. It helps you learn about yourself and it allows you to test which problem-solving approaches work best in different situations.
6. These five steps are simple when you are calm but are much tougher to work through
7. When you are angry or sad. So, it helps to practice repeatedly.

## **B. Lesson/Activities**

### **Opening Circle (15 min)**

1. Welcome participants and have a recap of previous module.
2. Give the participants' different emotional faces/flashcards.
3. Play a video clip with happy, sad and anger emotions.

Ask the participants to identify the emotions expressed in the video and show the emotional faces/flash cards given to them.

### **Activity: 1Preparation of emotional bouquet (30 min)**

- Welcome the participants
- Divided them into three groups
- Each group given six different colours/types of flowers
- Ask them to prepare bouquet with that flowers
- After preparation of the bouquet the facilitator reveals that which colour flowers represent what type emotions.
- Choice will be given to groups to make changes if they want.

Group Discussion: facilitator will encourage each group to share their feelings and experiences.

Drawing information from section A1 facilitator discuss about emotional awareness and need of balancing it.

### **Activity: 2 Making globe (Thermocolballs / castor whole seeds/jelly pieces) (30 min)**

- Welcome the participants
- Divided them into two groups
- Each group given clay and seeds ask them to make globe decorate with seeds
- Choice is given to group to use in proportion of seeds

Group presentation: each group has to present their globe share their experiences.

Facilitator will encourage discussion on how difficult to hold castor seeds. If you want push it hard it damage the clay, shape of the globe and also hurt your hand. Same applies for anger it damages sender receiver and also the environment. Using this required quantity will create pleasant surroundings.

Drawing information from section A2 facilitator discuss about managing anger.

### **Activity 3: Group Discussion (20 min)**

1. GA 1: Feeling faces activity (Emotions Identification activity):
  - ❖ Distribute the feeling faces sheet to each participant.
  - ❖ Ask them to observe and discuss in pairs about the feelings that the faces express.
  - ❖ Ask the participants to choose one face that shows their feelings at that moment and share with their neighbour.
  - ❖ Introduce the concept of emotion from Section A.1.
2. Ask YwMD “What do you think are the most common emotions?”  
On the black board or chart paper copy down the YwMD’s responses. Once finished, go over the Six Common Emotions from section A.1.
3. Multi-coloured Candy Game/Card game  
List feelings and colours on board as follows:
  - Worried/Confident = blue
  - Angry/Sad = green
  - Embarrassed/Loved = brown
  - Happy/Disappointed = yellow
  - Proud/Irritated = orange
  - Silly/Excited = red

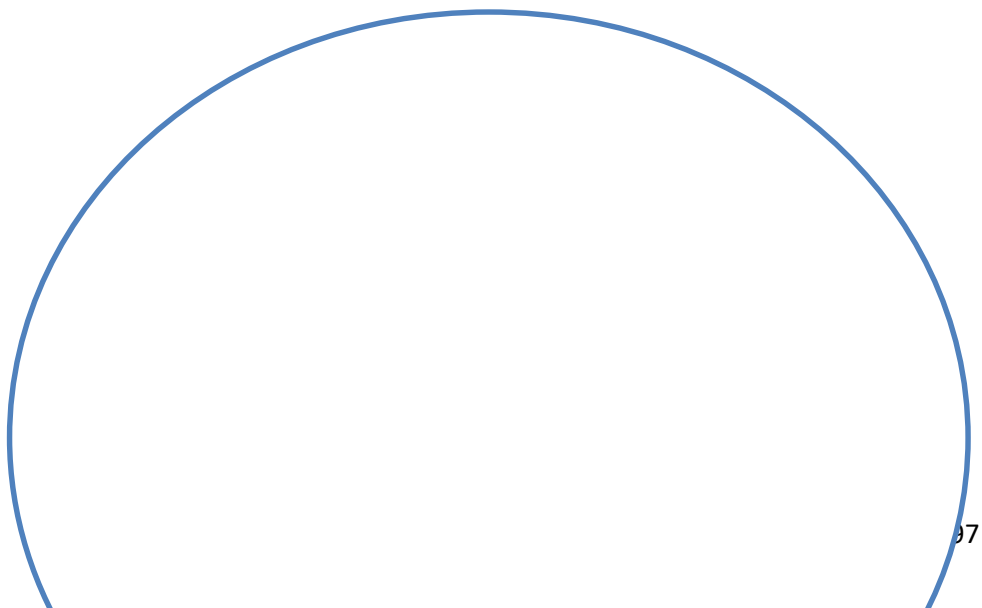
Pass around the bowl of multi-coloured candies/cards, one person at a time. Without looking, person picks a candy/card.

- After picking one candy/card, person talks about a time when they felt one of the feelings corresponding to the colour of the candy.
- Discuss/summaries how we all experience all these feelings – the experiences of both boys and girls. We feel the same feelings, but we express them differently, often only because of what our parents or community or culture has told us. They can help us to succeed in achieving our goals in life! So, we all need to find ways to express our feelings in a healthy and constructive way.

4. Introduce the concept of Managing Emotions from section A.3.

### **Closing Circle (15 Minutes)**

1. Observe your friends, during play – Shouting, running, laughing, smiling, crying, etc.
2. Try to identify their feelings/emotions.
3. Try to follow the way they have expressed their emotions.
4. Observe whether they are happy or sad while expressing their emotions.
5. Differentiate and identify positive and negative emotions.



## Key Messages

- Emotions are natural and experienced by everyone.
- How we express emotions is different for everyone and can be quite different for boys and girls.
- We can learn how to manage our emotions by thinking of what situations brought them on, what thoughts we had, what actions we took, and what consequences came from them.
- Forgiveness is important as one way to manage our hurt or anger and find release.
- Anger is one emotion that is most commonly hard to manage. We can use the five Steps for Managing Anger to try and cope with our anger in a positive way.



## Home Activity

Think of when the last time is you lost your temper or when you felt anger. What did you do or say?

What was the result of your loss of temper or your feeling of anger? What was the reason you felt like this? Write this experience down.

- ❖ Go through the Steps for Managing Anger and think of ways you could deal with the situation again using the steps.
- ❖ How would you manage your temper differently?



# Module 9: Standing up to difficult Behaviour

## Objectives

To enable youth with multiple disabilities understand difficult behaviours and ways to handle bullying in the future

## Activities

- Role Play
- Choose smart response

## Materials

Paper, chart , flashcards,

### A. For the Facilitator:

#### Introduction

Life is beautifully designed by nature; you need to follow it, to realize and accomplish the purpose of life.

How giant waves in sea, bumps on road, same way hindrances are common in life, everyone has to face some level of difficult situations from human behaviour; only the degree of it varies. How one reacting

### Standing up to difficult

#### behaviour – 2 Hours

Introduction -20 Mins

Opening Circle -15 Mins

Activity 1-20 Mins

Activity 2-20 Mins

Closing circle- 15 Mins

to the situation and handling it depends on individual's capacity. YwMD need to understand this.

Maintained crop grows well and gives high yield, this way nature gives back to negative waves.

YwMD need think about this. Nature created some default, which limits you doing some activities even though there is no fault from your side. Adding to this most of the places and information are not accessible to you in the society, which poses some more limitations.

These are the structural bullying faced by you; somehow you have to cope with this.

There are heaps of challenge come from human behaviour in the form of bullying, which you need to face it for lifelong.

If you are in lower position their sympathy type of teasing will damage you; if you reach to higher position, your condition becomes their matter of teasing.

For YwMD bullying is common, unavoidable, but how you respond and move further is in your hands.

No one stand under hot sun for long; one can't stand when wind blows very fast. Same way your achievements and behaviour should create strong waves around you. That will protect you and at the same time if any one tries to hurt you, before they tease or hurt you, this wave will keep them away.

So concentrate on this never put you down, like a rising sun keep head up and continue your journey, all these bullying becomes a stepping stones for your success.

“Who is strong from inside can stand up in difficult Situations”  
- Coconut tree at sea shore

Hallow beam can't bear weight, same way self-doubt will make you to bend for situations.

So, one should be strong from inside to face difficult situations at outside.

Wind blow will push away the dust; stream flow will push away the waste; these flows keep water and air pure. Same way who is equipped self can confidently face the situations, easily and efficiently push off the difficult situations and remain strong to face new challenges.

Pebbles thrown in ponds, strong wind on trees can create tension for some time, after that it comes back to normal state. Youth with Multiple Disabilities need to understand this; you should be strong from inside to face the outside world.

You may be surrounded with heap of challenges, but you need to fight with it and should come out of it. This equips you in two ways, one sharpening your skills and second sends a strong message to others, that it is not easy to ride on you.

Focus on this whatever may be the situation be strong and face it with confidence and move forward in life.

### **A1. Bullying:**

Bullying/ discrimination are when someone with a stronger position (shape/size/power or height) causes discomfort or hurts other person by teasing, beating or threatening. There is a difference between being teased by friends/family in a funny way and being teased by friends/family in a funny way and being teased by people to the point of emotional pain and discomfort. It is a key point for this module that you know where to get resources and help in the place where you work. Find out where is the nearest Gender Based Violence one stop shop. Be prepared that a young person may want to disclose an



experience of bullying or abuse (sexual, physical or other). See the notes in the module on gender Based violence on how to manage if someone discloses an experience of abuse or violence so you have responded appropriately.

First of all, let us understand different types of bullying:

- Teasing is an interaction when all are participating and having fun and no one is getting hurt.

Bullying is an attack that is on purpose, with an unequal balance of power – and may cause physical, social, emotional or sexual harm that can occur and over.

**The table below outlines the different types of abuse:**

<b>Type of abuse</b>	<b>What it is?</b>	<b>Signs</b>
<b>Physical</b>	Infliction of injury by another person. It can happen to men and women, children and adults.	Punching, kicking, biting, burring ,beating, or use of a weapon such as stick, belt chain or knife
<b>Emotional / psychological</b>	When a person is being hurt emotionally/psychologically. It is difficult to define and identify.	Name – calling or putdowns with holding money stooping a partner from getting or keeping a job sexual assault stalking Intimidation Threatening with violence Denying person from contacting their family or friends Confining the victim to home.
<b>Sexual</b>	Sexual abuse is any unwanted sexual act that makes you feel	Touching body parts or forcing to touch their private parts. Touching your body in

	uncomfortable .it can happen to men, women and children.	an uncomfortable way showing pornographic pictures someone using pictures to make pornographic pictures or videos.
		Someone forcing you or trying to have sex with you
		Someone tries to look at you without your clothes on in a sexual way.

**Effects of bullying:**

- Low self esteem
- Increased tension low participation
- Social exclusion
- Unwillingness to go to school
- Lower grades
- Low mental health
- Increased substance abuse
- In some cases –running away and suicide

**Forms of bullying**

- Teasing
- Name calling
- Physical Violence
- Threats of violence
- Spreading rumours
- Ignoring or leaving someone out
- Forcing someone to do things they
- Don't want to do
- Phone calls by stalkers
- Threats of child/adult pornography
- Sending vulgar messages and phone calls



## A.2. who can be a bully?

Anyone can be a bully: Peers, Relatives, employers, Strangers, weakness. The act of bullying bullies feel Powerful and boost esteem. Bullies lack social skills they need help too.

Neighbours, bullying is a makes their self and empathy.

We should recognize that the bully might be a person struggling within herself/himself due to various reasons, such as,

- Family problems.
- Being bullied by someone else.
- Pressure from other bullies.
- Not having friends
- Victims of low self-esteem.

## A.3. How to handle bullying

We must lose hope when someone mocks us or teases us. Keep our heads up and be confident in ourselves.

- It is your right to be safe
- Understand the bullying .it is done either out jealousy, insecurity of other stressful situation by the person. It is the problem of the bully.
- You are Not the problem
- If you feel safe enough, speak to the person who is bullying you
- Always use assertive communication skills when speaking to a bully.
- Tell someone you trust
- Make a safely plan if you are afraid that reporting will make situation worse.
- Keep distance if your security is threatened.
- Do not cry or show that you are upset, afraid or angry. Bullies love the reaction they get, don't give it to them.
- Do not isolate yourself –it will reduce your confidence and self esteem
- Remember bullies are weak and need help, so, make light – hearted comments or joke when you encounter a bully.

**Some useful help lines and websites:**

Child line	1098	<a href="http://www.childlineindia.org.in">http://www.childlineindia.org.in</a>
Child line	1800 -180 - 5522	
Child line	1096	

## **B. Lesson /Activities**

### **Opening circle: 15 min**

We must not hope when someone mocks us or teases us. Keep our heads up be confident in ourselves.

1. Welcome and recap.
2. Crumpled paper activity. Each participant is given a paper sheet and asked to crumple it as much as possible but not rip it apart. Once they have done this, ask them to unfold the paper and make it as smooth as it was before they began the activity. The sheets will be creasy and not smooth for everyone. Facilitator can then relate it to the impact bullying (name calling, teasing, harassing, etc.)Can have on an individual.
3. Ask the YwMD what does bullying mean to them?  
Discuss bullying and its forms (use section A.1). Ask participants to speak out different types of bullying they witness in their community.

### **Activity 1: Choose Smart Response (20 min)**

- Staring dog Vs Stone
- Strong wave Vs shore
- Thorn path vs strong foot wear
- Mud road vs toes walking
- Dark vs lamp
- Hot sun/ heavy rain vs shelter or umbrella
- Ask the participants to divide into three groups
- Positive – Negative – smart group.
- Each group has to present how they are going to respond it the above situations according to assigned group
- Drawing information from section A2 facilitator will explain that bullying is common in life and each individual



will respond differently to the situations, but always three ways present to respond positive, Negative and smart way the individual need to decide which way they want to take.

### **Activity 2: Role plays (20 min)**

- a. Choose two participants to come forward and play bullies. Ask them to tease and taunt the other persons who will play a person with mental illness/person with disabilities /person with different ethnicity or language or socio economic status. Facilitator can adapt according to the context.
- b. Ask the group members to observe what is happening later ask them to share what they observed about the behaviour of bullies and the victim.
- c. Discuss about the potential effects of bullies(Use table)
- d. Introduce” Possible causes of someone becoming a bully” from section A.2
- e. Introduce the positive and negative techniques. Give reasons, why either of them works or doesn’t work.” Discuss in details the strategies to handle bullying from section A.3.



### **Role Play 2:**

Repeat the role play with different people and ask the person playing victim to use positive techniques of handling bullies.

- Ask the participants to compare the both role plays and reinforce the importance of positive techniques for handling bullying situation.

- Encourage group members to take a pledge for speaking up against difficult behaviour or bullying :

We the member of -----pledge that will join together to stop bullying in the community.

By giving my consent to this pledge i agree to:

Treat others respectfully

Include those who are left out in society

Refuse to bully others

Refuse to laugh, make fun or be a by stander when someone is being bullied  
tell an adult /responsible person sensitise others on negative and deep impacts of bullying on a person share information about the anti –bullying law

Name & signature/thumb impression:

Date:

### **Home activity:**

Bullying thermometer: select which form of bullying you have experience –either you or form the group/friends.

Measure where you are on the thermometer; practice 1 or 2 of the top tips week (of give them to a friend). Then measure yourself again on the thermometer. Repeat activity. Are you moving along the thermometer?

### **Key Messages**

- Bullying is a big problem in schools, homes, neighbourhoods and community.
- Anyone can be a bully –family, friends and neighbours.
- Identify bullying and practice positive techniques to



### **Closing Circle ( ):**

Each participant is asked to think about the experience of the activity and group discussion. Facilitator will encourage the participants to express their views.



## **Home Activity**

Define specific action that your whole team agrees with; and create an action plan to carry them out.

Then, continue to coach and support your team when addressing others elephants in the future.

Bullying: select which form of bullying you have experience-either you or form the group/friends. Discuss in the next day meeting with participants.

## **MODULE 10 –Saying No to substance Abuse**

### **Objectives:**

Enable youth with multiple disabilities to understand the

**Saying No to substance Abuse – 2 hrs**  
Introduction – 30 Mins  
Opening circle – 15 Mins  
Activity 1 –30 Mins  
Activity 2 –30 Mins  
Closing Circle – 15 Mins

consequences of smoking and drinking, effectively ways to say 'NO' to substance abuse.

**Activities:**

- Life choices
- Role play

**Materials:**

Flash cards, Pictures, chart, smart phone, paper, markers

**A. For the Facilitator:**

The nature has blessed us with beautiful life.

Great vision in mind, clear thought shows right direction to reach destinations. This way may appear impossible to move, but with strong determination one can reach destination.

Short cuts appear colourful and tempt us to use it. When keep away and maintain distance with these things, life will be in your control. Once you are tempted, situations take control over life.

It is like floating in flood. We don't know or estimate where, and at what condition one reaches land.

YwMD need to understand this, your inaccessibility of resources, discouraging people, staring looks of the society will always question your ability. All these things push you into self-doubt, you should be strong. Start and continue your journey like a tortoise, some other



day definitely you will reach the destination targeted by you.

In the rocksoil plant take long way to come out, but its presence gives gracious look to the surroundings.

Same way Youth with Multiple Disabilities deal with pools of challenges, in day to day life.

But this will teach them to be strong and use limited resources available at the maximum. Each and every effort made is precious and important for them.

Smart work takes you to peak; short cuts drag you to valley.

YwMD need to understand this, if an individual is tempted for short term benefit or unknowingly or induced by others, but it adversely affects the individual and his support system. It will be very difficult to bounce back.

In addition to this, during this process he loses his charm and people around him get demotivated to support him. This adds challenges in addition to condition posed challenges.

Choice is in your hands, equip self with aware of substance abuse and how to say no or trying things and destroy self.

Life is precious; we should live that joyfully and peacefully as much as possible.

## **Drug**

A drug is any substance that causes a change in an organism's physiology or psychology when consumed. Drugs are typically distinguished from food and substances that provide nutritional support. Consumption of drugs can be via inhalation, injection,

smoking, ingestion, absorption via a patch on the skin, or dissolution under the tongue.

### **Drug Abuse:**

Substance abuse, also known as drug abuse, is use of a drug in amounts or by methods which are harmful to the individual or others.



### **What is Addiction?**

A person depends so strongly on a drug or an activity that they continue the behaviour even when it is hurting themselves or others. Addiction is a disease that affects your brain and behaviour. Some surprising types of addiction are: mobile phones, caffeine, sweets, gambling, sex, pornography, etc.

### **Why do we sometimes take drugs?**

YwMD requires constant support from others to perform day to day activities, even though they are motivated to work, still they have wait for others to perform the task. Their output is influenced by their support system. Sometimes, they may fail to give their best due to inadequate support, but they responsible for output. These forces YwMD to explore possibilities to keep self in other world this may leads to substance abuse.

For YwMD substance abuse is an ongoing problem; that can have negative effects on the present and future of the person using the drug, and his or her family. At some point most teens

will come into contact with drugs, alcohol, or both. While some may never try them, others may find themselves trying and eventually abusing drugs as a result of peer pressure, stress, or other reasons.

**Common factors that can induce drug use:**

Personal Factors	Social Factors	Genetic Factors
<ul style="list-style-type: none"> <li>• Curiosity</li> <li>• Unable to face the challenges</li> <li>• Not clear future</li> <li>• Dependency</li> <li>• no clarity</li> <li>• challenges posed by condition</li> <li>• fear of future difficulties</li> <li>• lack of opportunities</li> <li>• Increased tension</li> <li>• Escape from reality</li> <li>• Poor impulse</li> </ul>	<ul style="list-style-type: none"> <li>• Peer pressure</li> <li>• Role modelling</li> <li>• Easy availability</li> <li>• Forced by others</li> <li>• Wanted to be in the social group</li> <li>• To avoid social stigma</li> <li>• To Prove that they are normal</li> <li>• Culture</li> <li>• Inaccessible environment</li> <li>• Family environment</li> <li>• Advertising</li> </ul>	<ul style="list-style-type: none"> <li>• Family history of alcoholism in parents or near relatives</li> </ul>



<b>control</b>	pressure	
• <b>Low self-esteem</b>		

**Some commonly used drugs/ substances are:**

Tobacco : Cigarettes, Beedies, Cigars, Chewing tobacco, Gutka, Paan masala Alcohol, Marijuana, Cocaine, Heroine, Stimulants, Narcotics.



Drugs when used for long time can cause changes in brain chemicals. The changes can affect a person’s: judgement, decision making, memory and ability to learn.

**A.1. Drugs and their impact on health**

<b>Tobacco (legal drug)</b>	<b>Alcohol</b>
<ul style="list-style-type: none"> <li>❖ Increased respiratory infections</li> <li>❖ Cancers, especially lung cancer</li> <li>❖ Mouth / Stomach ulcers</li> <li>❖ Heart disease including heart attacks and blocked blood vessels (strokes)</li> <li>❖ Smoking can have poor effects on foetus and increased risk of miscarriages</li> <li>❖ Yellow fingers, yellow teeth, early wrinkles</li> </ul>	<ul style="list-style-type: none"> <li>❖ Increased liver infections</li> <li>❖ Cancers, especially liver cancer, alcoholic syndrome</li> <li>❖ Stomach ulcers</li> <li>❖ Heart disease including heart attacks and blocked blood vessels(strokes)</li> <li>❖ Drinking can have poor effects on foetus and increased risk of miscarriages</li> <li>❖ Yellow fingers, yellow teeth, early wrinkles</li> </ul>

**Other Effects:**

<ul style="list-style-type: none"> <li>❖ Accidents and deaths due to high risk behaviour – accidents caused by driving</li> </ul>	<ul style="list-style-type: none"> <li>❖ Financial problems which can lead to stealing, sending children to work rather than</li> </ul>
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<p>while under the influence of alcohol are extremely common</p> <ul style="list-style-type: none"> <li>❖ Unprotected sex</li> <li>❖ Violence at home</li> </ul>	<p>to school, increased debts</p> <ul style="list-style-type: none"> <li>❖ Job related problems like not going to work regularly and decreased efficiency in work</li> <li>❖ Marital issues and even divorce</li> <li>❖ Family problems</li> </ul>
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## A.2. Saying NO

The combination of disabilities multiplied challenges in the life of YwMD; they don't want to add any more difficulties to their life. They are and not ready to take risk of losing support and trust of others. So, they don't want to touch harmful substances by self-motive or forced by others. Their focus is on how to escape from this without hurting others.

YwMD many times find them in a situation, which they want to say "No" to tobacco, alcohol or other activities but find it very difficult.

Why we are not able to say NO sometimes, because they?

- ❖ are afraid of being rejected by others
- ❖ want to be liked and don't want to lose a friend
- ❖ don't want to hurt anyone's feelings
- ❖ don't want to be hated
- ❖ don't know how to get out of that situation

Saying NO is not easy and we can learn by practise. The following are tips on how you can say "No" to tobacco or alcohol:

1. Critically analyse the possible situation: have the clear idea of possible self-motives, and forced offer from other.



2. Plan for prevention or deny offers: prevention always better than cure. YwMD focus on preventive measures, following to that have detailed plan for reject offers in present and future in polite and firm. So that it will not repeat and attack on you when weaker stage.
3. Depending on the situation, attaching humour to a refusal to take drugs may also make the situation less tense. In some instances, it is best to simply avoid situations where peer pressure is likely to be applied. For example, if a party is being held and it is known in advance that there will be alcohol or drugs present; avoiding the party in favour of other activities will solve the issue of having to say "no" in the first place.
4. Select suitable mode of communication; which gives clear message to others
5. Develop strong network to protect you: this always keeps you in safe and ease state, so that you can handle the situation confidently.

1. ***Use the word "No"***

*Effective use:* "NO, I will not take it (alcohol or other substances)" (direct NO)

*Ineffective use:* "I don't know. I am not sure if I can handle it." (Weak NO)

2. Give a reason for saying "No."

Be honest. Honest answers are more easily accepted by others. Some reasons might be:

*"I want to keep a clear head."*

*"I don't want create any more trouble to self"*

*"I don't use alcohol or other drugs."*

3. **Give a strong nonverbal NO message.** There are many body movements that can support a verbal NO message. Be firm. Make eye contact, stand up tall, and use a firm voice. Don't look

at the ground, glance away, speak softly, or show you are nervous.

*Effective use:* Arms crossed or hand on hips while saying, "NO, I will not use it."

*Ineffective use:* Slouching and taking a bit saying, "I don't want to take it. OK I will only take a little just because you are pressurizing me to do it."

4. **Repeat the NO message as much as needed.** Eventually, the person will get the message or give up.

*Effective use:* I told you once already, "NO, I won't have it."

*Ineffective use:* Failing to repeat the message.

5. Show your concern for others.

Express your concern for those trying to persuade you. In the case of friends who have decided to drink, you might say things like:

*"I'd be really sad if anything happened to you."*

*"What would your parents do if they found out you were drinking?"*

6. Suggest something else.

Try to persuade your friends to do something fun that's safer or more healthy. Here are some suggestions:

*"Let's go out for a movie or play cricket."*

*"I'd rather dance and eat something. I 'm starved."*

7. **Take action.**

If your friends still try to talk you into doing something you don't want to, just leave.

That way they'll know you are not going to change your mind.

8. **Avoid the situation or ignore them**

9. **Surround yourself with others who also want to say "NO"**

Believing self, have faith in support system, positive hope gives confidence and right direction to make right choices in any situation and not just follow the crowd. Accept self, feel good about self, are less likely to look towards outside temptations to make them special.



YwMD should discover what things they enjoy and critically analyse the available resources and accessibility, and move on with this. These keep them happy and show them who they are. By exploring these things, overcoming limitations boost YwMD feel good, they may no longer try short cuts for social inclusion or accepted by peers. Move forward in life with confidence.

## **B. Lesson/Activity**

### **Opening circle (15 min)**

**Welcome all the participants and review the previous modules.**

1. Ask the participants 3 – 4 are chosen to stand at the front of the room. The rest of the participants then put their heads on the table and hold their thumbs in the air.
2. Ask the 3 – 4 participants at the front then carefully tip-toe around the classroom and gently pinch one thumb each, from the YwMD with their heads down.

3. The 3-4 participants return to the front of the room, once they have pinched a thumb, and the all participants raise their heads. The participants whose thumbs were pinched then stand and have to guess who pinched them. If they guess correctly then they swap with the student at the front, and the game continues.
4. Your participants and encourage them to apply their knowledge in new ways.
5. Ask the participants about the experience of the activities.

### **Activity 1: Group Discussion (30 min)**

- Discuss types of addiction that people have. (Example: smart phones, caffeine, pornography, alcohol, gambling, etc.) Introduce the topic types of drugs/ substances people use. (10 min)
- Divide into two groups. Ask one group, “Can you think of some of the ways people use tobacco?” Ask second group to discuss for alcohol. Then ask the YwMD to discuss with their neighbours, “Why do you think some YwMD use tobacco or alcohol?”
- Share about different reasons why people use drugs and alcohol. (5 min)
- Discuss the section A with the participants and the experience of the activities

### **Activity 2: Life choices (30 min)**

Flowers, fruits, picture of facial expressions and situations which includes good and bad

- Welcome the participants
- Divide into four groups

- Each group will be allotted one task
- Materials and baskets will be given to participants
- Ask the participants choose the items/ select the pictures
- Group Discussion: each group need to present what they sorted and why
- Drawing information from A2 facilitator explains that in life always choices will be available, it's up to one's capacity what to choose and how to move forward in life

### **Closing Circle (15Min):**

Ask the participants to introduce the tips on how to say “No” to tobacco and alcohol.

Once complete, ask the participants “Can you think of any other creative ways in which to say ‘No’?” (10 min)

### **Key Messages**

- ❖ Tobacco is a legal drug which is commonly used, and very addictive. Many times, youth experiment with tobacco for various reasons.



Think of ways that taking tobacco and alcohol can affect you and your family.  
Draw a flow diagram





## Module 11: Coping with Tension

### Objectives:

Youth with multiple disabilities identify symptoms and causes of tension and stress for themselves and learn the positive ways to manage stress.

### Coping with tension

Introduction -40 Min  
 Opening circle -15 Min  
 Activity 1-40 Min  
 Activity 2-20 Min  
 Closing circle -15 Min

### Activities:

- Water the saplings and filling water bottles
- Assembling paper puzzles

### Materials:

Plant saplings, picture cards, water, hose pipe, mug, bucket, bottle, table fan, paper puzzle, embossed picture, timer, paper, pencil

## A. For the Facilitator

Tree uses strong wind to drop the dried leaves; stream push off the polluted water, environment uses heavy rains to clean self. This way nature is handling stress and tension to clear unwanted things and continue to bloom and continue their work.

'Hopping squirrel, flickering butterfly, hardworking ant, weight carrying donkey are doing their task happily; the best way they can and bring joy to their life.



But nature's precious creations the human are floating in the stress and tension.

To cross the river, one should stand at shore and plans not drown in the river.

YwMD need to understand this certain level of stress needed in life to move forward, to plan better and maintain balance in any situation.

Either Road or car at least any one should be in good condition for smooth journey.

Same applies for life your condition posed difficulties physically; adding to this you can't increase any more difficulties by inviting stress or tension.

When mentally sound, one can handle even critical situations effectively and move forward in life.

Darkness follows light; valley follows by peak'

Whatever may be the situation, safest way to handle it is have hope, focus on the task, and complete it successfully. So that slowly you can gain control over your life. Put your best efforts to lead a joyful and happy life.

### A.1. what is tension?



If there is any problem or any difficult situation, our body and mind start behaving in a strange manner - the hearts starts to race, there are constant thoughts in the head, the forehead. Everything irritates, feel like and crying - this is called tension. Whether the problem is physical or emotional, it generates stress. Some stress is good as it keeps us going on; but if the tension is more and continuously, it has bad effect on our health. Tension can happen when we view a life event as threatening to our lives or when something unfavourable appraisal.

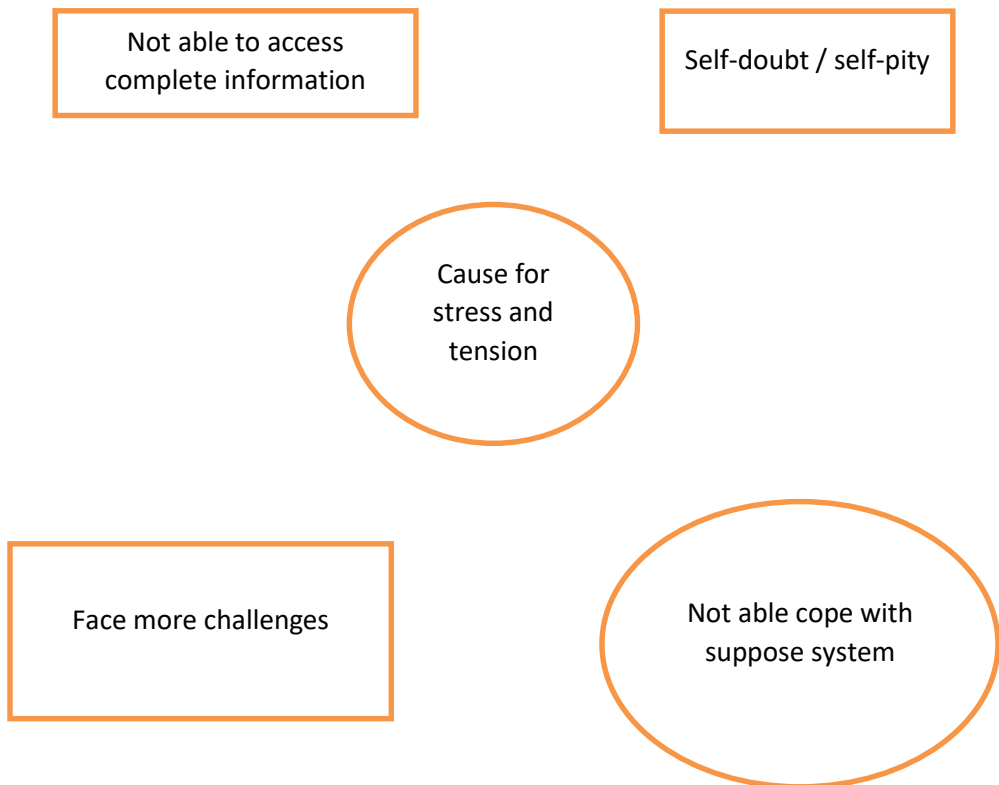
### **A.2 what are the reasons for tension?**

Each of us has many challenges and stressors. We wonder what do people want from us, what do we want from ourselves, what are we going to be, whether or not we will be able to achieve what we want to, how do we prepare ourselves for what we want to be, what to read, where to learn, when should we marry, with whom, whom should we share with, whom should we be friends with, etc.

We often find ourselves trapped in these questions. Sometimes we feel, we will never be able to get out of this circle of thoughts and will not be able to solve anything. Sometimes we feel, we are not capable enough and may do something wrong or make a wrong choice.

Self-doubt is more in YwMD, because the life is not smooth for them. In most of the time to perform task or to get required information or to understand the present situation they depend on assistive devices or their support system. When there is imbalance in the expected support and available support, this creates confusion in understanding and expression. That leads to low performance of individual, finally end with stress and tension

Even though YwMD expressed the best way they can, partners tried to receive it, sometimes they may not get full information what YwMD want or what they try to convey, and vice versa. This ends with Disappointment on both the sides. So, the partners reduce interactions and confined to need based interactions. This blows the limitations in YwMD and cause for stress and tension. That makes more trouble in the lives



### A.3 what happens when we have tension?

#### What impact does it have on us and our life?

Tension impacts everybody differently. If we know the impact of tension at an early age, then we can identify them soon and can take steps early and save ourselves from damages.

Tension impacts everybody differently.

Physical-Immediate	Physical-Long Term	Emotional	Behavioural
<ul style="list-style-type: none"> <li>❖ Increased heartbeat</li> <li>❖ Rapid breathing</li> <li>❖ Tight muscles</li> <li>❖ Nausea</li> <li>❖ Sweating</li> </ul>	<ul style="list-style-type: none"> <li>❖ Stomach ulcers</li> <li>❖ Arthritis</li> <li>❖ Heart attack/heart disease</li> <li>❖ Chronic headaches</li> </ul>	<ul style="list-style-type: none"> <li>❖ Anger</li> <li>❖ Anxiety</li> <li>❖ Depression</li> <li>❖ Irritability</li> <li>❖ Poor decision making</li> <li>❖ Over sensitivity to criticism</li> </ul>	<ul style="list-style-type: none"> <li>❖ Under or overeating</li> <li>❖ Sleeping less</li> <li>❖ Increased crying/smoking/drinking</li> <li>❖ Decreased school/work performance</li> </ul>

### A.4 how do we deal with stress?

Poor ways of dealing with stress:

If we do not know what stress is, how will we work to get rid of it or manage it? Therefore, most people are unaware of what tension is, most of them especially men, use wrong ways to get rid of tension, like:

Drinking alcohol	Using drugs	Making fun of
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		others
Spending more than required time on mobile	Using illness as an excuse	Sleeping more than usual
Eating less or more	Moving away from others	Screaming/ irritability
Self-harm	Harming others	Suppressing feelings

### **Positive Coping Strategies**

Coping with tension is when you can recognize the source of tension and act in a way to reduce it. Here we will go over a few general ways in which people cope with tension. Make sure to emphasize to

**Sharing and talking** - talking with someone who would keep it to themselves; talking openly about your feelings no matter how weird they may seem to you

**Try changing your way of thinking and meeting people** - don't compare yourselves with others, compare yourself to see what wonderful changes you have seen in yourself, how you thought and acted earlier and how you have learned to solve your problems differently, see how this has brought a happy change in your life.

**Moving away and avoiding** - move away from such place and situation which give you tension or avoid such situations. First try to calm down and then politely present your point of view.

**Managing** - whenever we face difficult situations, we get worried and anxious. Difficult and stressful situations and events are often for a brief period, but in anxiety we may do things that make things out of control. It is better to learn to keep calm during most circumstances, try not to get provoked, stop after saying your opinion once, try to change the way you say things.

**Looking for relationships** - friends, anyone with whom we like to talk, someone who listens respectfully and accepts, this can be by being someone who listens and accepts without judging

**Having fun** - going on a trip, chatting with friends, dancing, singing, painting, embroidery, sewing, sports, doing anything that makes you feel light and joyful.

**Exercising** - running, going for a walk, dancing, singing, taking deep breaths, sports, yoga.

**Being grateful** – sometimes put your tensions aside and be thankful to all those people and all those things that keep your life going.

YwMD, that finding the way/ways which works for you is key.

### **Take care of yourself.**

- Eat healthy, well-balanced meals
- Exercise on a regular basis
- Get plenty of sleep
- Give yourself a break if you feel stressed out
- Talk to others. Share your problems and how you are feeling and coping with a parent, friend, counsellor, doctor, or pastor.
- Avoid drugs and alcohol. These may seem to help, but they can create additional problems and increase the stress you are already feeling.
- Take a break; if news events are the cause your stress; take a break from listening or watching the news.
- Recognize when you need more help. If problems continue or you are thinking about suicide, talk to a psychologist, social worker, or professional counsellor.

### ***Using problem solving skills***

1. Identify the problem(s)
2. Choose one or more of the problems that you can do something about
3. Devise plan for how you will respond or do something different
4. Do it (put your plan into action)
5. After action, review how things are and if you need to revise or do something differently

Remember that some problems can be solved while others cannot be. We can separate ourselves from some problems while not from others.

We should learn, live in a better way with the problems that we cannot solve so that we are able to take care of ourselves in a healthier way



## Lesson/Activities:

### Opening circle: (15 Min)

1. Welcome the participants and thank them for coming to the group (2 min)
2. Conduct a small quiz based on the previous module. Arrange a small prize for the winner (6 min).

### Activity 1: water the saplings and fill the water bottles (40 Min)

- Welcome the participants to the garden.
- Ask them to divide into two groups.
- Facilitator will display the activity using pictures in a sequence.
- Facilitators demonstrate the activity to water the saplings.
- Hose pipe, bucket and mug will be given to the participants to water the saplings.
- It is up to the group that how they are going to use the materials to water the saplings.
- Facilitator will observe and note down the way how the groups water the plants.

**Filling water bottles:** water bottles given to each group ask them to fill that from tap.

- Group Discussion: each group has to share their experiences with group.

Drawing information from section A1 facilitator will explain that, in this activity force is needed; but this need to be maintained to complete the assign task without damaging the saplings or waste the water or participants get wet.



Same way stress and tension required certain level, but it should not disturb our life.

## **Activity 2: Assembling Paper Puzzle (15min)**

- Welcome the participants.
- Ask them to divide into two groups.
- Facilitator will demonstrate the activity to assemble paper puzzle by maintaining the table fan speed. (if needed embossed picture may be given)
- The paper puzzle will be place on the table adjacent to fan.
- The paper flies when the switch is on.
- Group members need protect that, maintain the speed of fan where the pieces paper puzzle will stable and give clear view to identify and assemble it.
- Time will be noted, the team completes the task in less time will be the winner.
- Group Discussion: each group need to share their experiences.

Drawing information from section A2 Facilitator explains that we need to switch on fan to maintain air circulation in the room, but it should not disturb our activity. So, we need to maintain speed or change the direction. Same applies for life stress and tension required certain level in life for better preparation. But need balance to move forward.

## **Closing circle: (15 min)**

- Divide large group into 2 smaller groups
- Ask anyone to volunteer and share their story of problem.
- If no one volunteers, facilitators should share their own story.
- Ask the first group to enact a way of dealing with problems and tensions
- Ask second group to enact ways to deal with tension using problem solving skill

## Home Activity

Ask the participants to write about the experience of the activity and ask them to write about some of problem-solving techniques they frequently used in their life. Discuss in the next meeting.

**Module: 12 Maintain Relationship for life**

**Objective**

**Maintaining relationship (2 hour)**

Introduction = 30 mins

Opening circle=15 mins

Activity = 20 mins

Activity = 20 mins

Activity = 20 mins

## **To enable YwMD understand different types of relations and how develop healthy relations**

### **Activities:**

- a. Drawing Relationship map
- b. The Human web
- c. **Shell Ground Nuts**

### **Materials:**

**Chart paper, pictures colour sketches, plants, ground nuts**

### **A. For the Facilitator:**

#### **Introduction:**

Relations are protective layers for all of us. Some are created by nature, some are developed by us .but the responsibility of maintaining relationship completely given in our hands. It Is up to us, how we are going maintain these relations for life.

Maintaining relationship is an art, so it needs to be developed carefully practiced. Each type of relationship has some set of dynamics. One needs to carefully nurture and maintain the relationship for life. The best way to maintain relationships is approach with respect, honest in heart, balance in situation move on with positive attitude. Aim to develop strong bonding and trust.

When dots properly joined beautiful rangoli design will be formed.

When rope and sticks are separate we need to carry them while crossing the river; when both are joined together that will carry us to cross the river. This is the power of relationships.

YwMD need to understand this, develop and maintain relationship and expand their world through it.

Strong rope will help to come out of well, cross the stream and even support while climbing the mountain. Same way relations will support you to cross the hurdles on your way. And they will motivate and guide you to move forward in life.

The nature creates so many difficulties and challenges in your way; with strong support system YwMD can cross face those challenges and lead life successfully. YwMD faces limitations while interacting with the world. They need constant support to make meaning out of it.

Getting fruit from own garden is more accessible and convenient than, fruits purchased from market.

Same away relationship makes the world accessible in assertive way to you. So focus on respect and maintain relationships for life. With this you can win the world.

### **A.1. Types of Relationships**

Relationships are imperative for many different reasons such as increasing our emotional well-being, creating stability, learning how to be a good friend or mate, having someone to count on and trust in times of need and someone to vent to when we face challenges, and friends and mates take away loneliness and make us.

There are three basic types of relationships that we share: family, friends and intimate. As children get older, they learn that there are varieties of relationships that they can have with other people.

### *Relationship with Family*

The world starts with family. Who has strong family support can achieve whatever they want in this universe. Family will stand at you in difficult times, celebrate your success, motivate and support to move forward. What else required to reaching heights in life. The first and fore most tasks are to develop strong bonding with family. Families are a great source of strength, care and support. That gives a strong base to confidently face any adverse situation and move on with positive attitude.

### *Relationship with Friends*

A friend is a person we know well and regard with affection, trust and respect. He is the person who accepts you and makes the world accessible to you. His presence makes you feel worthy and confident.

Friendships may change over time. Making and keeping friends can be particularly tough, if one is shy or unsure of oneself. The best way to make new friends is to be involved in activities at school and in the community. Another way is to be friendly and helpful to other people. Peer pressure can sometimes play a role in friendship. If someone is feeling peer pressure, the relationship is not balanced. Express yourself with your friends, you have the freedom to say “no” if you disagree. The precious thing in life is that, developing true friendship. Getting good friend is a god’s gift. He becomes a hope for you in all situations.

### *Intimate Relationships*

An intimate relationship is one in which you can truly be yourself with someone, who you respect and are respected in return. It is an emotional connection. It does not have to be in the context of a romantic or sexual relationship.

### *Healthy Relationship*

A relationship where there is respect, trust, understanding, love and a space to express oneself is a healthy relationship. Within every relationship, we have certain expectations and responsibilities. While we should have space to stand up for what we believe in, we should also respect others views and feelings. If we are scared of losing a relationship by speaking our mind, we are in an unstable relationship. There is no place for force and violence in a healthy relationship. We should work towards making our relationship healthy.

### **Maintaining relationships:**

A wonderful garden can be created by carefully nurturing the plants;’ same way one can create and maintain positive vibrations in life through maintaining healthy relations.

Following are some tips may help to maintain relationship.

- ✓ Have a space in heart
- ✓ Develop trust
- ✓ Maintain respect
- ✓ Honest communication
- ✓ Support and guide each other
- ✓ Be backbone in difficult situations
- ✓ Express appreciation
- ✓ Encourage

- ✓ Be present in all the situations

## **A.2. ABCs of Relationships**

One should not cut tree in which he is sitting; rather it has to be carefully nurtured and maintained for throughout life.

A is for Awareness; B is for Balance; and C is for Conscious choice. They are the keys to a healthy relationship and are at the base of “The ABCs”.

### ***A is for Awareness***

Awareness means using what you know to respect others and demand respect.

Awareness is having knowledge of the consequences of unhealthy relationships (the unequal relationships where you are dominating or being dominated by your friend or partner) and recognizing danger signs, as well as knowing what your boundaries are.

### ***B is for Balance***

Balance means a relationship that is not one-sided (one person has more control or power than the other). Communication is the key to maintaining a balance. Both people need to recognise that they have valuable opinions, and have to work together to balance their desires.

The same is true for family and friends. People can certainly do things together, but remember that they can have different interests too. Make sure you have time to do things which you like. If you change in a relationship and adopt all of the other person’s favourite things, hobbies and lifestyle, the relationship becomes unbalanced. This could be a very bad sign. If you are scared of losing a friendship by standing up for what you believe is right, then



you are in an unstable friendship. True friends listen to and respect each other's opinions.

Techniques for being a good friend:

- Be supportive and encouraging.
- Do not tease or belittle.
- Be respectful of the differences in your friends.
- Cooperate and compromise.
- Be considerate.
- Talk openly about disagreements.
- Apologise when you have hurt someone.
- Forgive others when they have hurt you.

### *C is for Conscious Choices*

Conscious choices include being able to decide what the next step in a relationship is, making sure things don't "just happen". Choices mean being able to take control. In all relationships we should make conscious choices about how things are.

### **A.3. Conflict Resolution**

Conflict will arise in many, if not most, of our relationships. A large source of conflict for many YwMD is with their support system. The support system is the life line for youth with MD; this is needed throughout their life. YwMD- their support system conflicts during adolescence occur for several reasons:

- ❖ YwMD ask questions and expect to do more those parents or supporters find difficult to answer.
- ❖ YwMD may not accept with parents' or caregivers' decisions.
- ❖ YwMD want to explore the world take up new task
- ❖ A YwMD is no longer a child but not yet an adult; parents where the supporters and find it difficult to fulfil the

expectations and trying to deal with this transitional phase, and having low expectations on them

- ❖ YwMD are going through many physical and emotional changes that parents may not be aware of or understand completely.
- ❖ YwMD may rebel against authority or surrender self and drawn into depression
- ❖ YwMD want more independence, while parents still want to protect and guide their children.

YwMD and their parents can try resolving conflicts using the following four tips:

**Mutual Respect** – parents and their children must, listen to each other; value each other’s opinions (even if they disagree with those opinions); explore the possibilities; practically evaluate the resources and c) express disagreement maturely, without fighting.

**Communicating** – openly and honestly with parents. YwMD can try to share their thoughts and feelings with their parents and seek their advice.

**Responsibility** –YwMD need to understand that their parents’ actions are guided by their sense of responsibility, caring, and love for their children. YwMD in turn, must also act responsibly/make responsible decisions to earn their parents’ trust and respect.

**Understanding** – parents’ perspective and actions, and making them (i.e., parents) understand the changes that the YwMD is going through.

Relations complete our life and also plays key role throughout our life. We come to this world and go from this all alone. But live gracious way these relations provides base, support, and guidance

## A. Lesson and Activity

Opening circle:

1. Welcome the participants and recap the previous modules
2. Facilitator shows the pictures of different colourful designs and asks them to select from that.
3. Facilitator encourage the discussion that we choose this based on design and colour combination which given gracious look for that. Same way relations spread our world with connections and make our life more colourful

### Activities 1.Drawing Relationship map (10 Min)

Welcome the participants

Facilitator will draw his own map and explains that to the group

- name the type of relationship (natural/developed)
- how that relationship developed
- why and to maintain relationship

Ask the participants to draw/stick pictures for their relationship map

Ask participants to present their relationship map as per the above mentioned points

Drawing information from section A1 facilitator will explain that relationships are required for life that needs to maintain with care and respect.

- ❖ Welcome: Introduce three types of relationships from Section A.1., giving examples from your own life.
- ❖ Divide YwMD into groups of three and introduce the ABCs of Relationships from Section A.2. While introducing the balance section, ask the YwMD “What

do you think are some techniques for being a good friend?" (Section A.2.).

Fill in any missing information once YwMD have discussed.

### ***Activity 2: The Human web (10 minutes)***

- ❖ This activity focuses on how people in the group or community inter-relate and depend on each other.
- ❖ The facilitator begins with a ball of yarn. Keeping one end, passes the ball to one of the participants, and asks the person to introduce him- or her-self and their role in the family / community.
- ❖ Once this person has made their introduction, ask him or her to pass the ball of yarn on to another person in the group.
- ❖ The person handing over the ball must describe how he/she relates (or expects to relate) to the other person.
- ❖ The process continues until everyone is introduced.
- ❖ To emphasis the interdependencies amongst the team, the facilitator then pulls on the starting thread and everyone's hand should move.
- ❖ Introduce the objective of the module

### **Activity: 2 Planting the Plants**

Facilitator will give five types of plants: shrubs, herbs, trees, climbers and creepers.

Welcome the participants to open yard

Divide participants in two groups

Facilitator will provide five set of plants and required materials to each group (volunteers if required)

Each group need to choose appropriate place to plant the trees

Group Discussion: each group need share their experiences and just the chosen place to plant tree

Drawing information from section A, discuss about different types Relationship and maintain for life.

### **Activity: 3 Shell Ground Nuts (15min)**

Facilitator will demonstrate the activity

Targets are:

- Shell should not get damage
- Seed coat should not tare
- The nut should be whole
- Shell and nut has to be neatly separated

Welcome the participants

- ❖ Ask them divide into three groups
- ❖ Distribute the whole groundnuts and bowls to the groups
- ❖ Time, quantity, and quality will be measured to decide the winner
- ❖ Group discussion: each group need to share their experiences
- ❖ Drawing information from section A3 facilitator will explain the gentle way of resolving conflicts

### **B.2. Key Messages**

- ❖ Relationships make us social beings. Relationships should be based on mutual respect and trust.

- ❖ A relationship involves lots of give and take and it requires effort to make relationships last.
- ❖ A relationship exists where there is respect, trust, understanding, love and a space to express oneself is a healthy relationship. We should continue to work towards building healthy relationships.
- ❖ If you have doubts that a relationship is healthy, reflect back on the ABCs for guidance.
- ❖ There are four main types of listening: passive, selective, active and empathetic. Developing your empathetic listening skills is important for being in a healthy relationship and conflict resolution.
- ❖ Conflict is bound to come up in relationships, especially with parents. Try to use the four tips for conflict resolution in your household.

### Home activity

Consider which type of relationship you have with; family, friends and at work. Go through the ABCs of these relationships. Are all of these relationships balanced? Where do you find conflict? Are you able to understand why there is conflict? List these reasons for discussion at the next meeting.



## **Module 13 Sexual and Reproductive Health**

## Objective

- To enable YwMD identifies and names private body parts (male & female)
- To enable YwMD Understand puberty & bodily changes

### Sexual and Reproductive Health- 2 Hours

Introduction- 30 Min  
group discussion- 15 Min  
Morning Discussion- 20 Min  
Discussion – hand-outs -20 Min  
Naming body parts- 20 Min  
Closing circle- 15 Min

## Activities

- Mapping exercise and group discussion

## Material

- Body parts charts (Private and Non private); Flash cards
- Name card; Body parts videos

### A. For the facilitator

#### Introduction

From seed to plant; bud to flower; flower to fruit, will be the natural process of growth. Same happens in human beings' life as well. In this process some changes are visible like flower, some are invisible like fruit. How fruit changes its shape, size, colour, and taste. Each part has its own rate of growth and creates changes in the body.





In this module we orient people with YwMD to the correct names for different body parts related to the genitalia and reproduction. This topic is one that many adultwith MD may find embarrassing and it is important that the facilitators lead without giggling and speak clearly and confidently to ensure YwMD participate appropriately. Human bodies are created with beautiful design and function. Each human is

In this module underline the following points:

- Each group should complete the 'labelling the body parts exercise' for both boys and girls.
- Help participants put the labels on their papers.
- Stress the use of scientific names.
- Be sensitive to the feelings of the students and acknowledge that this is a topic that can be difficult to discuss but it is right for us to know the basic facts.
- Try to draw out the shy ones, but do not insist with someone who is not willing to come forward and share.

uniquely made to both love others and to be loved.



1. Orientation about the physical parts in the body

Share with the YwMD: “Today we are going do an exercise to get familiar with our body and its different parts.” Explain that it is important to understand all parts of our body including the changes that occur in adolescence and that are important for

reproduction and sexual health. If we know the correct terms for body parts, we can talk about them without embarrassment.

2. Explain to the YwMD: “Before we begin our discussion, it is important to review the names of reproductive and sexual organs.” Have the YwMD to open the Hand-out #5: Body Outline: Female and Hand-out #6: Body Outline: Male in their student handbooks. Ask the YwMD to label the body parts related to sexuality and reproduction. After they complete labelling the parts, generate a discussion using the questions below:

“What are the major genital organs?” (Go through the names of the body parts using the Facilitator's Version of Hand-out #5 and 6 so that YwMD know the correct terms).

“Do we usually use the correct terms for different body parts, in particular the genitals? Why or why not?” (Most of us feel embarrassed and therefore will use a term that will stand for the body part).

“Does everyone grow at the same time and at same rate?” (Everyone is different in terms of when they enter puberty and when changes start for them. Most begin to see some changes by the time they are 15 or 16 years old).

3. As children grow older, they will need guidance in learning about these body parts and their functions. Understanding that “My body is private” can help YwMD develop skills that

keep them and others safe. Who know the parts of their body, including sexual organs, are more likely to be proud of their bodies and develop a positive body image talking about the parts of the body and sexual organs?

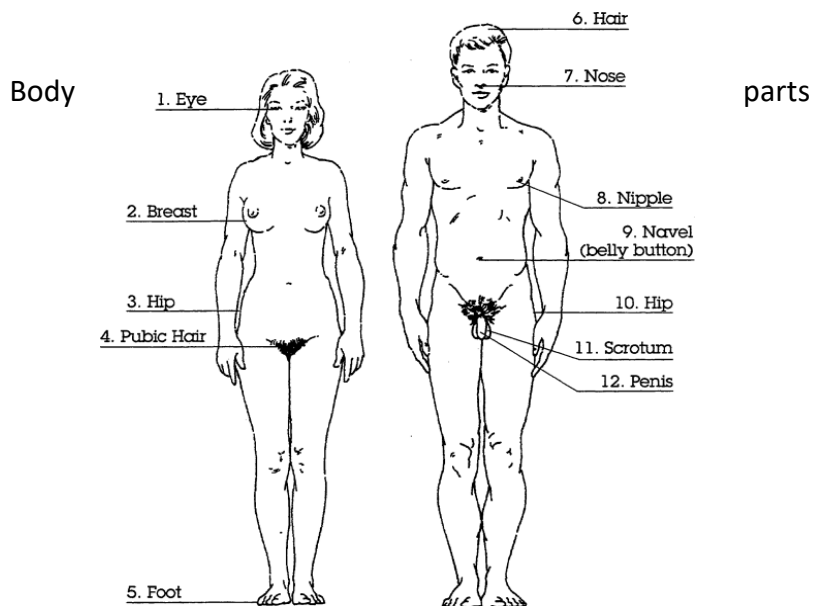
### **3. Defining Public and Private**

Define each of the following terms. Then ask YwMD to come up with examples for each term: a. Private Body Parts

- These are parts that are covered by a bathing suit or underwear.
- Private parts should be covered when you are in public places.
- If you want to touch or scratch your private parts you should wait until you are in a private place.
- No one can touch your body without your permission.
- No one can see your body without your permission.
- Your body should not be shown to anyone

Use the illustrations Public Body Parts and Private Body Parts to help YwMD identify body parts as private or public. To remind YwMD of the names of private body parts use the illustration Whole Body Including Public and Private Parts.

### 3. Hand-outs



#### **B. Lesson / Activities:**

##### **Opening circle: (15 Min)**

You should be prepared for giggles in your class. Try to acknowledge YwMD's reactions to the subject by saying that puberty and body parts can be difficult to talk about and it's ok to feel a bit uncomfortable.

##### **Group Discussion: (20 Min)**

1. What are the body parts shared by boys and girls?
2. What body parts are specific to boys and girls respectively?
3. What are the functions of our body parts?
4. Which parts of our body are private?
5. “Are you aware of physical and emotional changes that start in adolescence? What are some of those?” (Physical changes in girls include breast development, widening of the hips, and onset of menstruation. For boys, their voice deepens, beards begin to grow, shoulders widen, and they have nocturnal emissions. Both sexes start to grow hair in their pubic and underarm areas. Emotional changes in both sexes can include mood swings, wanting to be more independent, physical attraction to other people).



### **Morning Discussion -Defining Public and Private (20 Min)**

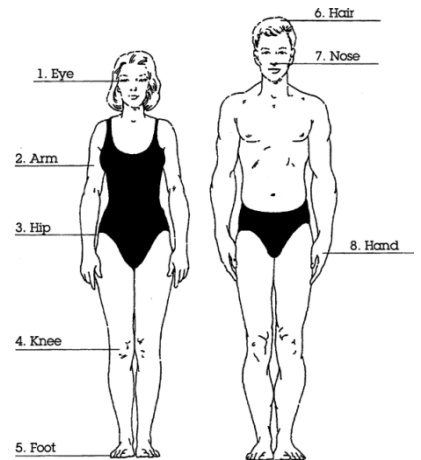
Ask your YwMD:

- What did you do this morning? List the activities/behaviours on the board.

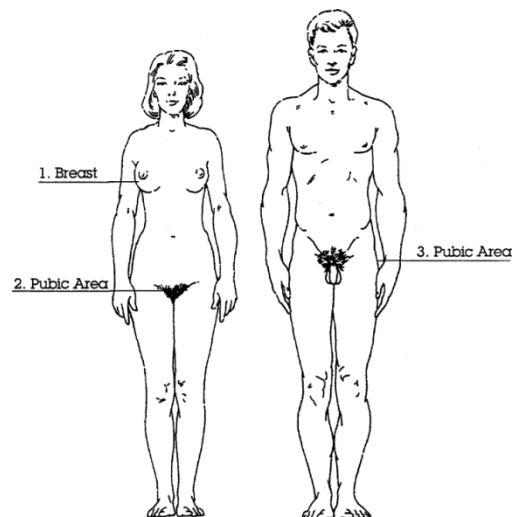
- Brushing teeth, going to the bathroom, changing clothes, eating breakfast and taking the bus.
- Which of these behaviours / activities are “public” or “private”? On the board, circle those activities identified as “private.”

### Naming -Public and private body parts (20 Min)

#### PUBLIC BODY PARTS



#### PRIVATE BODY PARTS



## **NOTE**

The way we feel about our bodies and our looks is called “body image”. It's what we see when we look in the mirror and how we feel inside our own skin. Some people accept themselves as they are, while others dislike just about everything to do with their looks. Each person is unique and special.

## **Closing circle (15 Min)**

Closing key messages tell the YwMD: “It is important to know your body and be comfortable with it: you are special! The physical and emotional changes you experience during puberty are natural.”



## **Home Activity**

Choose two of these activities to focus on this week

Start using correct terms for body parts with other family members.

## MODULE 14 – ACCEPTING OUR DIFFERENCES

### Objectives:

YwMD to identify that diversity is enriching

YwMD people are open to connecting to people

Different to them

### Activities:

Group discussion

Power walk

### ACCEPTING OUR DIFFERENCES

– 2 hrs

Introduction – 30 Min

Opening circle – 15 Min

Activity 1 – 30 Min

Activity 2 – 30 Min

Closing Circle – 15 Min



## **Materials:**

Black board or chart paper

### **A. For the Facilitator:**

#### **A.1. Introduction:**

The flowers bloomed from the same plant may be differ in size but not the fragrance

No difference in rain drops, but its usability depends on where it drops.

Same way individual difference based on caste, religion and colour does not matter. When an individual shines with his abilities, all other become invisible.

YwMD need to understand this. Mango tree gives fruits many times; whereas banana tree gives only once. Because of this you can't say growing mango tree is better than banana tree; each plant is unique and gives the crop according to its ability. Same applies for human beings; each individual is different in abilities. Doing comparison is of no use.

How best the abilities are utilized and how for contributing to the society is what important.

YwMD need to understand this, Diversity is an integral part of our nature. We all well-adjusted with that, same way humans also shows

diversities in colour, height, abilities and practices. Accepting these things and moving along with it helps to become a complete human being.

So YwMD need to accept self and move forward with confidence. Challenges and difficulties are part of life; need to face with courage and move with positive hope. This positive attitude not only help you to be strong and also support you to accept the difference in the society with due respect.

If thorn hurts that should be removed from the path, so that it will not hurt anyone else.

If YwMD will lead life with this attitude the society will bow you. Your limitations never come in front. Focus on this, live this precious life happily

### Some common differences in our society

#### A.2.1 Gender

In general terms, "sex" refers to the biological differences between males and females, such as the genitalia and genetic differences. "Gender" is more difficult to define, but it can refer to the role of a male or female in society, known as a gender role, or an individual's concept of them, or gender identity.



Disability is a part of diversity. The concept behind diversity is to acknowledge, understand, value, and celebrate differences among people.



Disability is only one aspect of individual. But understanding and accepting is different for everybody. Those have created limitations on individual ability.

### Understanding and accepting individual differences

How the differences present in nature in size, height and shape, same way are individual differences in humans. There is no comparison everyone is equal. Same applies for persons with disabilities.



Respecting the individuality, acceptance is the ability to see that others have a right to be their own unique persons. That means accepting their way of living, their feelings, opinions, and attitudes. When you accept people for who they are, you let go of opinion of looking them differently.

Acceptance of others' feelings is not easy when people act differently than we do. We all have trouble accepting those who are different. By learning the skill of empathy, we will be better able to understand ourselves and those who are different from us.

#### A.2.2 Person with disability

Person without disability	Person with disability
People do not stare at the person	People stare with pity
Random strangers don't ask questions about why your body is like this	Some people make fun of the person
Call the person by his/her name or designation	Call names: "blind, deaf or dumb". Persons disability is

	visible first and not his/her ability
High expectation	Low expectation
Enough opportunity for participation	Lesser opportunity for participation
Easy to get married	Difficult to get married

### A.2.3 People with mental health problems

Person without mental health problems	Person with mental health problems
People do not make fun of them	Teased and made fun of
For any health issue, seek medical help	For mental illness often resort to witchcraft
Invited for participation in social life	Excluded in most of the activities
High expectation	Low expectation
Family feels proud of them	Families often feel ashamed of the mental illness

### A.2.4 Social structures supporting caste for youth with Multiple Disabilities

Caste is a social order that is implemented in India and that is ascribed to a person at birth based on heredity i.e. on their parent's defined caste. Caste is built on a strong notion of purity and pollution that has no scientific or biological basis; but which can become a defining feature and can define what work she or he is permitted to do. The people in castes with more advantage will take up more 'clean' tasks while those who are disadvantaged are often assigned to do difficult work that is considered 'dirty'. The fight over reservation for people from disadvantaged castes is only for jobs coveted or

traditionally held by the advantaged caste groups. Caste has impacts on access to housing, education, employment and marriage.

General caste	OBC, SC or ST caste
Considered 'normal' (the label itself suggests that this is the mainstream)	Considered on the edges of society
Have more land, resources and opportunities	In obvious and subtle ways can be prevented from accessing resources
Invited for participation in social life	May be excluded from temples, or eating together with the whole Community
High expectation from school teachers	Low expectation from school teachers
Greater access to resources, education, housing and finances	Limited access to resources, education, and finances

### A.2.5 Social and economic disadvantage

Social change may refer to the notion of social progress or sociocultural evolution, the philosophical idea that society moves forward by evolutionary means. It may refer to a paradigmatic change in the socio-economic structure, for instance a shift away from feudalism and towards capitalism.

Social Development refers to how people develop social and emotional skills across the lifespan, with particular attention to childhood and adolescence. Healthy social development allows us to

form positive relationships with family, friends, teachers, and other people in our lives.

There are many structures in our world and communities which mean some people have very few resources and struggle for their daily food and needs, while other people have large houses, several vehicles and throw food out as they have too much. Most people who are disadvantaged in their social and economic assets have got to this position due to global and national forces. For example, wealthy people suggest that tax rates should be low, which means government schools are often not supported with good teachers and resources, so the students who attend these schools cannot ever get good grades to allow them to study high income professions such as medicine or engineering. In this way, low income families are stuck with doing low-paid mazdhuri type work, while high income families pay for private and expensive education which ensures that they and their children will have a high income.

### *Story of Arunima Sinha*

Arunima Sinha is one of the national level volleyball player was thrown out of a moving train by some robbers. She suffered multiple injuries and her leg was amputated. People used to pity her and said that her life has ended. Arunima was hurt by all those statements and wanted to do something to regain her confidence and dignity.

She decided to join a mountaineering training centre. People laughed at her decision and said it was foolish of her to think of mountaineering. People doubted that she will never make it as

she had a prosthetic leg. With years training and unbreakable will power, Arunima was successful in beating this challenge. She did it in 52 days and became the first woman amputee to climb the Mount Everest. Today she is helping other poor and physically challenged children by her own sports academy. Arunima shares her story.

## **B. Lesson/Activity**

### **C. Opening circle (15 Min)**

1. Welcome the participants and use a rolled-up dupatta or ball to throw from one to the other. Ask each person to describe how they are feeling in a maximum of two words.

### **Activity 1: Giving Directions (20 Min)**

- a. Very often we can make negative judgments about someone who is different from us in appearance, religion or social position. Differences are part of what makes the world interesting, diverse, and fascinating. By building connections, conversations and friendships with people who are different from us we can learn from each other. Ask the group to suggest some of the differences (social and other) that they notice in their communities, such as different styles of clothing or different languages spoken. If they are struggling give further examples around religion, caste, etc. Write a list of ways that people in their community are different to each other on chart paper.

### **Activity 2: Power walk and discussion afterwards - (20 Min)**

Explain the participants that for this module we need to walk to a large open space – this may take few minutes to leave the training

room. You could use a roof top or a large courtyard or school yard. Give each person a character card – this is the person who they have to be in the game.

Give each of the participants a piece of paper with a character written on it. The characters are listed below. Write name of each character (or photocopy and cut out) on the paper.

Request the participants to join at an open space for the exercise

Ask participants to stand in a row on one side of the space. Instruct participants to take one step forward if the statement applies to his/her given character.

Read the statements following statements:

- ❖ I would be confident if I was arrested that people would want to hear my side of the story
- ❖ If I had to do online application for an entitlement I could complete it
- ❖ If my family member had to have a large surgery, I could help them at the hospital
- ❖ If I was hungry, I could buy food
- ❖ If there is a wedding of the daughter of our Pradhan in our community, I will be invited
- ❖ If I needed to get help, I know the systems and I can write an RTI myself
- ❖ I have no difficulty using a bus or public transport
- ❖ I went to secondary school
- ❖ If I had difficulty getting care at the hospital, others would try to help me
- ❖ I can name some of the laws in the country
- ❖ I can sit and eat with anyone in my community and they will welcome me



- ❖ I can see and read the signposts of roads and shops in my community
- ❖ I know at least three people who will happily lend me money without charging interest or making me feel bad to ask
- ❖ I can read and understand legislation

After reading the statements ask those who have come forward and discuss why they are at the front, what those who remained at the back feel about those moved forward. Explain that these are people normally meet when at community. Also ask people at the back who they are and why they did not take steps. Explain that these are people who deserve attention.

Discuss the outcomes of the power walk and its implication on our community level activities. Also assess what capacities people at different level need to listen to others.

Some key questions that facilitators may want to ask:

- ❖ Why some people at the back and others are at the front?
- ❖ How did the people at the back feel when the others were stepping forward?
- ❖ How did the people at the front feel when they moved ahead of the others?
- ❖ Can the participants who take none or only take a few steps have their voices heard by those at the front? How could they be heard?
- ❖ What is the position of girls, boys and women relative to others in the power walk?
- ❖ The distance between participants symbolizes lots of real distances or inequities in communities. What are they? (Socio-economic, cultural, rural/urban, status, etc.)

A 15-year-old boy who works in a tea shop	A police woman	A male shop keeper of general caste
An old woman with poor eye sight and poor hearing	A young man in a wheel chair	A tribal woman from Odisha who came to the city as a domestic helper
A 40-year-old Muslim woman who cannot read or write	A young 16-year-old woman with anxiety and depression problems	A male school principal of an English medium school
A female MLA	A hijra person who travels on trains for income	A six-year-old boy who lives in a basti
A male engineer who works for a corporate mining company	A 25-year-old gay injecting drug user (male)	A 10-year-old girls who studies at an English medium private school
A 35-year-old housewife with a 2-room house	A retired high court judge	A male village farmer with bipolar disorder

**Activity 3: Small group discussion on disability, mental health, cast and social-economic disadvantages (20Min)**

- ❖ Ask participants to number off 1,2,3,4

- ❖ Now they should get together with people of the same number.
- ❖ Ask each group to identify and list the types of people who are being discriminated in their community and share in their group
- ❖ List the differences the society sees or practices for people their group is discussing.
- ❖ For example, Group 4 discusses the differences experienced in life by people who are wealthy and people who are poor.
  - Group 1 discusses disability.
  - Group 2 discusses mental health problems.
  - Group 3 discusses caste
  - Group 4 discusses socio-economic disadvantage.
- ❖ Fill in any of the things left out and discuss using resources in the section above

### **Share Arunima's story (10 min)**

- ❖ Ask participants to tell the positives of the story and what they learnt.
- ❖ Emphasise that being different does not make us less capable or less worthy.

### **Key message:**

- ❖ Society at times sees differences as misfit and unacceptable.
- ❖ General discriminations are gender, mental illness, disability, socio economic status, caste based.

- ❖ Acceptance of us leads to freedom and empowerment.
- ❖ Including and friendship with diverse people enriches our own lives

### **Home Activity**

Ask the participants to identify one person in their community who is different to them

E.g.: with a disability, from a different language group etc. Request the participants to try to meet and have a conversation with them. They can share their experiences in the next group meeting.



### **MODULE 15 – I can create change**

#### **Objectives:**

To help the YWMD to understand that any efforts no matter how big or small leads to chance.

To encourage YWMD understand the meaning of citizenship.

**Activities:**

**I can create change – 2 hrs**

Introduction – 30 Min

Opening circle – 15 Min

Activity 1 –30 Min

Activity 2 –30 Min

Closing Circle – 15 Min

Group discussion

Change in My Community Project

Demonstration and Group Discussion

**Materials:**

Black board or chart paper, water bucket, pebble, ink/colour.

**For the Facilitator:**

**Introduction:**

From small seed huge Tree will come.

Tiny plants with bloomed flowers will change the entire look of the place

By filling small hole in a tank, one can save huge quantity of water

Giving food to hungry people, keeping water for birds, not hurting any tiny creatures

All these things look silly but make huge difference in the surrounds and unique contribution towards society.

Travel to Thousands miles of destination starts with a first step only. YwMD need to understand this; your focus should not always be on your challenges; need to look beyond that.

When Doors and windows are open only, air and light enter in to the room; makes the place visible and pleasant. Same way when you come out of the shell and think beyond yourself, then only a new way appears for you to lead your life confidently and also to move forward to be a contributory member of the society.

Community is the best place to start your journey. In the communities mostly group activities will be carried out. YwMD can participate according to their abilities, equal importance will be given. So focus on this and try to contribute the best you can.

YwMD need to remember one thing, with your efforts you need to create change in the society and at the same time create better society for fellow YwMDs.

The change can be made with little things, there is no big and small. YwMD need to understand this; life will teach you so many

tough lessons and valuable experiences. Cross all the hurdles with the will power and determination and strong support system. Now it's your turn to support special youth and also motivate others.

'Ordinary' stone becomes precious when it bears the chiselling and becomes statue. Same way when you start working for the society; all your challenges and difficulties and limitations make you accessible person of the entire society. Many eyes are waiting for genuine support.

So focus on this, showcase of your abilities start from your own community. Once you win here, this paves way to enter the world, **set trade mark for entire youth** and create history on your name

### **A.1. Citizenship**

Each one of us has a role in our family, community and the world, irrespective of your challenges. Each person has talents and qualities that can benefit others in some way, disability will not stop you doing this. Once we discover these talents we can find ways to use them beyond benefiting ourselves and to create change. Most of us know the word citizenship as belonging to a particular country, for example we are citizens of India. We can also think of citizenship as belonging to a community and contributing to that community. Communities need different types of people to play different roles. Being a good citizen or contributing may not mean the same thing for everyone. We all have different abilities and can contribute in our own way.

We can all begin contributing to our communities at a young age. Generally YwMD needs some more time. First they have to accept their self, cope up with challenges, along with they can start. Doing something for the greater good beyond ourselves is important to gain a sense of purpose in life. Seeing the good that you have done can also be very motivating for many young adults. Because your contribution is so special; we can all take steps to create change and make things better in this world. What makes a good citizen? The following are general examples of good citizenship but this will differ for each community:

- Cares about the feelings and wellbeing of others in the community;
- Respectful of others rights and opinions;
- Opportunities diverse group to participate
- Good listener;
- Stays informed about issues in the community and the environment;
- Knowledgeable about laws and rules; and
- Will stand up for what is right.





## **A.2. Change in My Community Project**

Over the remainder of the sessions YwMD will work in small groups to practice their citizenship. Groups will identify one thing that they wish they could change to better the community. YwMD will use their problem-solving skills to create a plan of action for the changes they would like to see. As the final module of the course YwMD will present their project plans to the class and decide if they wish to put their plans into action.

Please refer to the following steps to be taken over the next four sessions. Please remind YwMD at the end of the coming sessions where they should be in the process and check on their progress.

- ❖ My Community Map – YwMD will draw a map of the community on a large piece of chart paper, identifying important structures and landmarks (school, place of worship, police station, etc.). Mark places on the map, for example “a liquor shop”. They should then identify problem areas, which they may like to change – it could be a physical structure or a social problem. Groups then choose one of these problems for their project. Before the next session YwMD should think about who this will impact and in which ways. The projects should be realistic and manageable but that should not stop YwMD from thinking big!

- ❖ How to Get There – Before the next session, the YwMD should think of how they want to go about making a change to the community. They should create a plan of action with steps that will need to be taken to achieve their goal. Where will they start? Who will lead the effort? What is their timeline? Remind the group that change may not happen instantly. Making timelines for their efforts is an important step in the planning process.
- ❖ Resources – In preparation for the next session YwMD should think about what they need for each step they have created in their action plan, including physical and other resources/help.
- ❖ Final Presentations – During the last session YwMD will present to the group their concepts for change from the previous sessions.

## **B. Lesson/Activity**

### **B.1. Demonstration and Group Discussion**

1. Welcome and Recap.
2. Demonstration with water, pebble and ink:
  - ❖ Fill a wide mouthed bucket or tub with water.
  - ❖ Let the water stand still, do not shake/move it.
  - ❖ Ask one participant to throw a small pebble in the water.
  - ❖ Ask the participants to observe and tell what they see.
  - ❖ Discuss the ripples created in the water by the small pebble. Facilitate the discussion using Section A.
  - ❖ Ask another student to add 3-4 drops of ink/colour in the water.
  - ❖ Participants share their observations and learning from the demonstrations.
  - ❖ Discuss potential to create change in each one of us, despite our age, gender and position.
3. Discussion:

- ❖ Use character strengths module to talk about determination, creativity and other relevant characters accordingly.
  - ❖ Ask YwMD to discuss with their neighbour: “What is the definition of citizenship?” Introduce the alternative concept of citizenship (Section A.1).
  - ❖ Ask YwMD “Can we think of examples of good citizens in our community?”; “How would we describe these people and what kind of traits do they exhibit that make them good citizens?” Record answers on the black board or chart paper (Refer to Section A.1.).
4. Introduce the Change in My Community Project to the YwMD. Divide the YwMD into small groups of 3-5 each. Next, complete Step 1 My Community Map for the remainder of the session (Section A.2).

## **B.2. Key message:**

- ❖ Every person has the ability to impact others beyond themselves in a positive way, especially YwMD! Finding our personal strengths and how to use them to help others is very rewarding.
- ❖ One way we can do this is by being a good citizen and contributing to our communities.

Good citizens come in many forms and are very individual to your culture and community. We can make big impacts on our communities with planning and hard work, it’s exciting to see what impact you want to make.

## **Home Activity**

1. My Community Map – share what you have already drawn with your family. Are there any other places that need to be included? Update your map with these places. Talk about any

- places that can trigger problems and how these problems impact the local community.
2. Planning your Goals – how to achieve making a change in your community. Start thinking about creating a plan of action with steps that will need to be taken to achieve your goal. Where will you start? Who will lead the effort? What is your timeline? Change will not happen instantly but will take time. Making timelines for your efforts is an important step in the planning process.
  3. Resources – In preparation for the next session you should think about what you need for each step you have created in your action plan, including physical and other resources/help.

## **MODULE 16 – Gender and Gender Based Violence**

### **Objectives:**

- To understand the difference between sex and gender and how

### **Gender and gender-based violence (2 hours)**

Introduction -10 min  
Opening circle -15 min  
Activity 1 60 Min  
Activity 2 -30 Min  
Activity -10 Min  
Closing Circle- 5 Min

gender roles are created in society

- To Examine how gender bias/patriarchy leads to inequality and discrimination
- To know what is GBV and how does it affect both Men and women?

### **Activities:**

Game, discussion, work in pairs, Role Play

### **Materials:**

Chart paper, sketch pens.

### **For the Facilitator- Background information**

Diversity is an integral part of the nature. Interdependence is needed to maintain harmony in the environment. Here nothing is superior. Every creature has its own role to play.

The inequality in power either physical or mental is to support each other and live this life happily. Not to dominate and create problems to weaker section.

To make the birds fly away from the crops one can either make sounds or throw stones.

Pluck the flowers gently without damaging plant.

Cross the path without disturbing way of other living things.

There are different ways in doing things: one need to remember that good deeds are followed by better results. Same way strong should support weaker; so that the harmony will be maintained in the society.

Same applicable for Gender based violence. Nature created inequality in physical strength of different gender to support each other and live quality life.

In reality what has been happening in the society is reverse. YwMD has no exception for this; they face this in different way. YwMD are more vulnerable group. When others abuse, they are unable to perceive and assess exactly what others are trying to convey. So do self-defence or get support from other.

Same way YwMD experiences a gap in the communication and with the environment, which leaves uncompleted information or task. These provide chance to physical, verbal, and any kind of abuse. YwMD need to equip to deal with it effectively.

So YwMD should be smart enough assess wrong opinions of others and develop proper support system to give them back.

Even tiny ant never surrenders self-will, when someone tries to harm it. YWMD need to understand this, need to learn to be safe Support needy and live this precious life happily.

## A.1 Gender

Gender refers to the roles, behaviours, activities, attributes and opportunities that any society considers appropriate for girls and boys, and women and men. Gender interacts with, but is different from, the binary categories of biological sex.

It is important to understand the difference for males and females between gender (social construction which depends on history, religion, place, etc.) and sex (biological differences between males and females). Society gives so many identities to both boys and girls like- playing cricket, rules on walking around the community, crying when hurt, kajal, housework, fair colour, short hair, muscular body, etc.

Gender is differently constructed in different societies, differently within the same society depending upon the economic, social, political conditions along with cultural norms. For example, married women in north India cover their heads with ghunghat but not in south of India. Likewise, in north India, an uneducated widow from a schedule caste can work as a farm labour to support herself and family but an educated Brahmin widow is unlikely to even work in an office. But things keep changing with time. During WW II Japanese women were not allowed to work in factories and offices but now things have changed with demands of time, 90 % women work in factories.

**Youth with disabilities are vulnerable to all forms of GBV. Factors related to disability that may increase vulnerability to GBV include:**

<p><b>Discrimination and lack of opportunities</b></p>	<p>Family members, caregivers, partners, and even service providers will have high or low expectation on YwMD. That leads to imbalance in empower YwMD, and also they are facing discrimination for long period.</p>
<p><b>Stigma and discrimination</b></p>	<p>Experiencing negative attitudes in their communities, this leads to multiple levels of discrimination and greater vulnerability to violence, abuse and exploitation, especially for women and girls with disabilities. It may also reduce their participation in community activities that promote protection, social support and empowerment</p>
<p><b>Perceptions about capacity of children and</b></p>	<p>YwMD will be unable to defend them or effectively report incidents of violence, which</p>

<b>youth with disabilities</b>	makes them a greater target for violence.
<b>Lack of information knowledge and skills</b>	<p>YwMD often have little information about sex, healthy relationships and violence, which means that they are less able to protect themselves or to negotiate safe relationships in later life.</p> <p>This is particularly true for children and YwMD who are consistently excluded from programs and activities, information is usually not conveyed in a way that they can understand, making them more easily targeted by perpetrators of violence and hindering their access to support and assistance.</p> <p>Adolescent girls with disabilities may be excluded from protective peer networks and programs that would serve to strengthen important assets and support their transition into adulthood.</p>
<b>Extreme poverty and lack of basic needs</b>	<p>Disability also has an impact upon households and communities, reinforcing poverty and hindering social and human development. Households may face added costs related to disability-specific services and have reduced opportunity for income generation as they assume additional caregiving responsibilities. Lack of income for basic needs increases the risk that children and youth with disabilities may be abused and exploited.</p>
<b>Environmental barriers and a lack of transportation</b>	<p>Children and YwMD may have difficulty accessing the same activities as other children and youth, due to a lack of transportation or inaccessible infrastructure. This reduces their opportunity to develop protective factors, such as education,</p>



	<p>peer networks and leadership skills, and adds to risk factors like isolation.</p> <p>To develop strategies those promote access and inclusion of children and youth with disabilities in community-based activities.</p>
<b>To break down barriers in the community</b>	<p>Understanding the rights of persons with disabilities, frontline workers must remember that all persons with disabilities are rights-holders who should have a full say in the decisions that affect their lives. When working in the community,</p> <p>Allow persons with disabilities to exercise their right to participation.</p>

**A.2.**

*Table 1: Impacts of violence for those involved*

<b>Women and children</b>	<b>Girls</b>	<b>Boys</b>	<b>Those who do violence</b>
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Fear	Internalizing violence as a normal event	Aggressiveness and violence	Guilt
Reactive aggressiveness	Low self-esteem and confidence	Use violence often	Embarrassment
Taking violence as a normal event and do it on others	Seeking approval	Use of violence in personal relations as well with partners and children	Use of alcohol and other substances
Anxiety, PTSD	Depression, hopelessness	Anxiety, anger	Depression, Sadistic personality, complex, feeling of hopelessness, isolation from loving relations. Inability to form loving relations

In India there is a law to protect women who experience violence. There are also One Stop Centres that provide legal, health and police support to women. As part of facilitator training makes sure that all facilitators know where this is and how to avail services.

There are six things YwMD who discloses an experience of violence needs to hear from you:

- ❖ I believe you.
- ❖ I am glad you have told me this - you are very brave to have come forward.
- ❖ I am sorry this has happened to you.
- ❖ You are not alone in having experience of abuse - it can happen to lots of people.
- ❖ It is not your fault.
- ❖ There are people who can help

## **B. Lesson/Activity**

### **Opening circle (5 Minutes)**

1. Welcome all the participants and review the previous modules.
2. Ask for people born in January or February to raise their hands and then request that those YwMD give an example of behaviour or someone they have seen in the last few weeks who did something surprising to them, not usually done by someone of that gender. Let them tell simply without an involved discussion.

### **Activity 1: Role Play**

#### **Instructions of exercise (5 minutes)**

Divide the participants into groups of four, ensuring that the groups are gender-balanced. If you think that women will not be able to freely express their feelings.

1. Indicate to participants that the short role plays will be illustrating various forms of GBV.
2. Identify participants who will be playing the respective roles.
3. At the end, distribute to each group “Hand-out – Activity – Role Plays”, comprising a brief summary of the role play and the related questions.
4. Each group is tasked with answering questions from one or two role plays depending on the number of groups.



5. Given time constraints or the targeted audience, you may wish to pick only one role play and expand on it with more-specific questions related to the participants' context.

- Role Play 1: Rape, host/refugee community relationships;
- Role Play 2: Domestic violence, unequal access to food, non-food items, and customary law;
- Role Play 3: Sexual exploitation and code of conduct;
- Role Play 4: Female genital mutilation and traditional practices.

**Group work (20 minutes)**

- Ask each group to appoint a rapporteur who will report back to the plenary.
- Ask groups to record their findings on flip charts.
- Walk amongst the groups to ensure that they are on the right track and that there is full/active participation amongst the participants.

**Feedback (20 minutes)**

Feedback from each group must be short (five minutes) and should be completed by other groups' findings/outcomes.

Key points related to the role play should be covered.

**Activity 2: Discussion in (30 Minutes)**

Ask YwMD to pair with someone they like to talk with. Ask them to share how things work in their home family and in households they know well (e.g. their cousins or maternal grandparents) how households work. Sometimes decisions include mother and father (or grandparents) and other times it is just one of them:

Draw pictures to represent each of these questions on a chart paper

- Who looks after the bank book and the money? (Bank book)
- Who decides when they will make a big purchase e.g. a phone (phone)
- Who decides when children will move out of school? (school)
- Who decides on marriage partners for YwMD?
- Who inherited anything after their maternal grandparents died?
- Who inherited anything after their paternal grandparents died?
- Who drinks alcohol?
- Who has travelled to Delhi alone?

Ask YwMD, why they think that, there is a difference in the experience of decision making between men and women? What are the reasons for these differences? How can things change to increase equality for women?

### **Closing Circle (5 min):**

*Show YwMD the section in their workbooks with contact details for help with violence problems. Discuss the locations of key services (police and one stop shop) and encourage YwMD to copy these into their workbooks. Close with requesting the group to hold hands and pass a 'squeeze train' around the whole group as fast as possible.*

**Where to get assistance** – During facilitator training ensure that you fill all the contacts and addresses for the following services in your area so that you can inform youth participants about where to get help.

Helpful Services	Helpful Services
Police / Women's commission	100
Hospital	108
One Stop Centre	
Cyber-safety number	

### Home Activity (5 min)

Please find out the contact details of your local services that can be very helpful in times when you or a friend encounter any GBV. Fill these details out in

Key message:

Acts of GBV violate a number of principles enshrined in international and regional human rights instruments, including the right to life, equality, security of the person, equal protection under the law, and freedom from torture and other cruel, inhuman, or degrading treatment;

- GBV increases in conflict-affected settings, in refugee camps, and outside any formal setting such as villages. Even those tasked with protection and assistance, e.g., aid workers, can be perpetrators of GBV;
- GBV has psychological, social, medical, and legal implications. In certain places, GBV contributes to the erosion of the social and economic fabric, as women and

girls play important roles in the maintenance of local economies;

- GBV can be prevented through broad-based programmes designed and implemented proactively with the full participation of refugee communities, especially those are most vulnerable. Most often, it is the work of local women's organisations that provides the most inspiring examples of efforts to combat GBV;
- Adequate emergency response measures for women who have been raped – including proper medical examination, emergency contraception, and prevention and treatment for sexual transmitted infections, including HIV/AIDS – must be available at the earliest stages of an emergency, along with food, shelter, and water;
- Any attempts to address GBV – both prevention and assistance to victims – must be the outcome of coordinated activities between humanitarian organizations, constituent communities (host and refugees), health and social services, police and security forces, and the justice systems (including traditional or customary law and national legal institutions). National government bodies should be responsible for overseeing this





## Module 17 A: Positive Womanhood

(For young women)

### Objectives

- Enable YwMD to identify ways that gender roles for women are socially constructed
- Enable YwMD to understand historical and current social structures that

#### Positive womanhood-1 hour

Introduction -20 min

Opening circle-5 min

Activity 1 -10 Min

Activity 2-10 Min

Activity 3-10 Min

Closing Circle -5 Min

- leading to negative or disadvantaged femininity
- Enable YwMDTo define healthy and positive femininity

**Activity:**

Group discussion

Talk in pairs

**Materials**

Chart paper, sketch pens, Pop-corn.

**A. Facilitator notes**

Women are the best and wonderful creation of god. She is protected by nature. Physically she may be weak, but mentally she is very strong. That's the way creation and rearing of young generation, both have given in the hands of women. She is the base for this creation. Society has humbly given certain roles to women. Women are the primary caretakers of children and elders in every country of this world. Not only this business community looking for motherly management in the companies. Now women are playing dual role. Taking care of the family as well as financially supporting the family.

This many prescribed roles are there for women to perform, these roles in best way she need to equip herself. For YWMD it becomes a cumbersome task throughout her life. First she has to cope up the challenges faced by self. Then she has to focus on how best she can contribute to the society.

This is the aspiration of every disabled woman - to be able to have friends, go to school, have the qualifications and skills for a good job and then do the job well, be independent, respected, give and receive love. In other words, they want to have a life like other women. But most women with disabilities cannot live like others

Gender was constructed differently in the time of Ashoka, in the time of the Mughals and during the British Raj. This module helps young women recognize ways that gender expectations can positively or negatively impact their own ways of acting and behaving.

There are structures in society in modern-day India that suggest that males are dominant and have more advantages. Examples of this are marriage that typically men have controlling rights over family property and it usually is passed from father to son. A woman lives in the house of her husband and in-laws after her marriage. Even though the law gives a woman equal rights on ancestral property, but social structure disables a woman to exercise that right. The sex ratio is a measure of the number of girl to boy babies born. In all of North India the ratio is between 850 to 950 girls born for every 1000 boys born. The reason for this is that families do tests to identify the sex of baby before birth, and some families will terminate pregnancy if the baby is a girl. This is against the law. The PCPNDT or Pre-conception pre-natal diagnostic technique (regulation and prevention of misuse) act of 2002 says that sex selection and sex determination of the unborn is not permissible.

### **Limitations for young women with MD**

Discrimination is common for women in the society. She need to Struggle for her identity. But Women with MD face both gender-related and disability-related discrimination, often referred to as a 'double disadvantage'. They are disproportionately vulnerable to victimization, abuse, exploitation and harm. It is important to recognise that gender and disability can operate as structures of oppression for women with intellectual disability. She will experience a conflict between their constructed identities as masculine/feminine and their constructed identities as disabled.

Some children and youth with disabilities are dependent on others for daily care and activities. This may be used by others as a way of controlling or exercising power over the individual. It also hinders their ability to socialize access services or move about freely in the community.

Disability also affects others in the household. Women and girls may often assume additional caregiving responsibilities for family members with a disability. Hence, they may also be isolated and have reduced access to social and economic assets and support.

Women with Disabilities experiencing a 'double disadvantage' or double Handicap, there is vast bias between the male and female population of MD

- ❖ The field of disability has not yet recognized the combined discrimination of the gender and disability experienced by women who have disabilities
- ❖ The policies and practices in the field of disability have not been designed to meet the specific needs of women with disability.
- ❖ The double discrimination experienced by women with disability has profound effects on all major areas of their lives.

### ***Positive models***

Overview – There are many amazing women who have shown strength, courage, creativity and persistence and who have in turn inspired others. Who is a woman who in-spires you? We are sometimes inspired by well-known women like Mother Theresa, Aruna Roy or Mary Kom. We can also be inspired by women living ordinary lives who are kind, energetic, strong or funny. It is useful if the facilitator comes to the session with two or three examples of woman who have been inspiring, strong and positive as a role model. To introduce this section, each facilitator will describe two women who have in-spired them and why. Explain specifics of why these women are inspiring her. Make sure at least one of these examples is a woman who you know personally so that young women realise you can be an example of positive womanhood without being a Bollywood star!

## **B. Lessons/Activities**

### **B.1. Opening circle**

As you stand in the circle ask for four volunteers – request each of them to give a short account of a girl or woman who she knows did something good that surprised her. Give an example yourself. Ensure the accounts are short.

### ***Discussion – facilitator 10 min***

Form three groups (advertisement, films and family) – each group discusses a specific example of how women are portrayed in a negative way (negative in that they are in a fixed role or idea) and a specific example of how women are portrayed in a positive way.

## **B.2. Positive models – discussion and work in pairs**

### ***Introduction– 5 min***

The facilitator opens this section of the module by talking about characteristics of positive womanhood that she has seen in two examples of real-life women who she knows. (Make sure at least one of these women is someone you know personally rather than a popular public figure.) For example – I am inspired by women who do not spend a lot of time worrying about what others think about them. For example I have an aunt who likes to crack jokes and is not in the least bit bothered about what others think about her. She is very strong on defending her children and what they do but states her opinion on situations even if everyone else says something different.

### ***Talk in pairs – 5 min***

Ask the YwMD to talk in pairs with their neighbour about what are the attributes of strong and positive women who they are inspired by? What are the healthy qualities and values of person that portray a positive womanhood? Inform the group that an example could be a woman who has shown leadership in her community, a sports person, a family member who has shown strength in a difficult time or a teacher or woman you know who has set her own course and way of being.

### ***Popcorn – 5 min***

Brainstorm and write on board or chart the ideas from pairs on what are inspiring characteristics of strong women role models.

## **B.3. Changing the script – sports and early marriage case studies**

Form two groups that will work together. Hand them a summary each of the case study (photocopy and laminate for repeated use)

### *Sports*

During a mixed football tournament, the referee announces that when a girl scores one goal, it will count as three goals, as he believes 'girls are not as good at football as boys, as it is a male sport'. What is wrong with this statement? Is there such a thing as male and female sports? Suggest that the group present to the class a short list of reasons against discriminating in sport on the grounds of your gender? Suggest that the group write a script in the style of a radio broadcast, reporting on a mixed football match. However, instead of girls being discriminated against, in the script inform them to discriminate against the male players.

### *Early marriage*

Deepa is thirteen years old, and lives in a small, rural town in Uttarakhand. She has been told by her father that she has to get married to an eighteen-year old young man in three months, whom she has never met, or even seen the picture of. Deepa protests, but her father tells her it is of no use, and that she must marry, and ownership of her will pass from her father, to her new husband. Is it right for Deepa to be forced to marry? Why is it inappropriate for girls to be traded and treated like products? Hand the group a large piece of paper, and suggest they create a colourful poster, which can later be exhibited in the community, which argues reasons against marriage of women at a young age.

### *Key Message*

Ask every other girl to share with the group one action plan to take in the coming week to model being a positive female role model for younger family members

### Home activity

Ask each young person to talk with their mother or other female household members about a woman who has inspired them with their positive approach to womanhood. If possible take the time to identify someone who you know who you find inspiring, and ask them about what gave them the energy and courage to be different to others. Tell them you have been inspired by them – it will make them happy too!





**MODULE 17 B – Positive Manhood (for young men)**

### **Objectives:**

- To understand the difference between sex and gender.
- To understand how masculinity and Femininity is social constructed
- Understanding of positive and negative Masculinity
- Interaction of masculinity and mental health.

### **Positive manhood – 2 hrs**

Introduction – 30 Min

Opening circle – 15 Min

Activity 1 –30 Min

Activity 2 –30 Min

Closing Circle – 15 Min

### **Materials:**

Chart paper, sketch pens, Pop-corn.

### **Introduction:**

Each creature has a defined role to play in the society. How far it is fulfilled depends on ability and opportunities of the person. But both can be enhanced;

YwMD needs focus on this, your challenges and limitation should not stop you from utilizing your abilities the maximum you can.

According to Nature; do your best and leave the rest to nature. Same way try to contribute to the family and society the best you can. Always focus on opportunities and plans to best use of it, surely you will complete the duties in the best way.

### **A.1. for the Facilitator**

#### **What is Masculinity?**

Masculinity (also called manhood or manliness) is a set of attributes, behaviours, and roles associated with boys and men. Standards of manliness or masculinity vary across different cultures and historical periods. Both males and females can exhibit masculine traits and behaviour.



Masculinity means any personality traits, characteristics or qualities that are traditionally associated with being a man. Man, manhood, manly, manliness, hot headed, brave heart, strong, courageous, determined, controlling, empowered are the words associated with men. In local slang words like bull, lion, horses, stallion stud, are some used to describe manliness. Therefore, manliness or masculinity is a social definition given to men and boys. It is not a biological definition.

Masculinity (also called manhood or manliness) is a set of attributes, behaviours, and roles associated with boys and men. Both males and females can exhibit masculine traits and behaviour. Traits traditionally viewed as masculine in Western society include strength, courage, independence, leadership, and assertiveness.

Since masculinity is not biologically defined, it is different in different societies and at different times in the same society. The masculinity of a construction worker could be different from that of a rich industrialist and that of a highly educated scientist or a poet, painter, activist, story teller.

Often held as opposite of masculinity is femininity. People may make fun of the men who appear or behave in a gentle or soft way or who are not aggressive. Women who are empowered or free spirited are called masculine. Hermaphrodites/ transgender have natural male characteristics but are feminine in their way of behaving. Even though masculinity and femininity have nothing to do with female or male bodies, it is presented as though they are characteristics of male and female types.

The construction of masculinity starts very early in life; e.g. - to play with cars, push to get their way or to not cry when they are hurt. We learn and teach masculinity through parental guidance, observing others behaviours and social models. A masculinity type is constructed in various ways:

- ❖ Constructed on the basis of race, caste, religion, blood relations or geographical location
- ❖ Constructed on the basis of sexual identity: homosexual man, heterosexual man, transsexual man

- ❖ Constructed on the basis of changes in life cycle – from being a child to young adult to older man
- ❖ On the basis special circumstances like disability , HIV positive man, man in jail
- ❖ Constructed by social institutions – panchayat leader, community leader, party leader
- ❖ Masculinity has direct and strong relationship with power – and expression of masculinity keeps changing depending upon whether someone seeks themselves as powerful or powerless

### **Limitations faced by men with MD:**

Nature is full of opportunities and dangers as well. Someone is required to utilize the resources the maximum and protects weak from danger. Man was created for this purpose; he has more power as well as responsibilities in the society.

Expectations for men include strength and the ability to support their families. Multiple roles are expected from men contract multiple challenges posed by Multiple Disability; still YwMD need to take forward steps to move further.

YwMD face discrimination due to less education and financial burden. In addition to this their condition creates low expectations on them, which leads to deprived of the opportunities to participate in various activities in their home and community, end with social isolation.

Men with Multiple Disabilities face disability-related discrimination, and experience a conflict between their constructed identities as masculine and their constructed identities as disabled. They may have their masculinity (and sexuality) completely denied. Exploring society's construction of gender may help you to develop a more complex understanding of youth with Multiple Disabilities.

General condition of men with disabilities in developing countries as follows:

- Man with MD is considered as the general cultural deprivation of masculinity in terms of strength, physical ability and autonomy
- In our male dominated society, he is expected to provide social protection, disability makes YwMD unfit for this responsibility
- Difficult to get married
- Limited access to educational opportunities for men with MD
- Due to lack of awareness men with MD are treated as a non-productive member

## **A.2. for the Facilitator:**

### **Positive and Negative Masculinities**

#### **Negative masculinity**

This form of masculinity is oppressive. It depends on controlling others and misusing power to oppress others. It is regulated on person at lower social position and is not easily detectable/ identifiable. Toxic masculinity person use uses bad words and force so that people keep away from them and also to get their work done. This might be an oppressed man trying to assert himself. It might also be a dominant man – although he may enjoy a commanding status in society actually, they also may live under perpetual fear of loyalty and with performance pressure. A strong and dominant man is less likely to have healthy emotional bonding with his family, especially children and later may face bad health and mental health consequences such

as anger issues, anxiety, uncontrolled violence or substance abuse etc.

Thinks women are inferior to men but also wants them to serve him	Respects women and is a competent home maker
Tries to fight police but at times might talk to police on behalf of people to feel good and patronize	Follows the rule most of the time and notifies police in case of mishap
Spends four hours in gym and takes steroids to have a muscled body	Healthy balance of outdoor activities and manual labour
Yells at wife if she is late, and teaches lesson when she is not following his instructions	Makes his own tea
Kicks dogs and other animals and even is rough with his own dog	Loves animals – don't keep them chained and likes to grow vegetables in kitchen garden
Scares children by throwing them high in air or pinching	Spends time with partner and children
Waxes his body to keep himself attractive to women	Keeps his body hygienic and naturally maintained and taking proper sleep

Braggs about girlfriend and one night scores	Although discuss his love interest with friends but in a dignified manner he is responsible during intimacy - he would always take consent and condoms
Represses his unmanly emotions such as feeling sad but shows anger, rudeness so that people stay under control	Expresses emotions openly – cries during movie scenes, death and something like the Uttarakhand disaster
Always tries to escape responsibly and blames others	Readily accepts his faults and apologises
Holds grudge	Forgives self and others and moves own
Does not follow traffic rules and states “women are lousy drivers”, and perhaps thinks helmets are for chickens”	Makes way for others and when needed helps in easing a traffic jam

### *Positive masculinity*

This form of masculinity believes inequitable development opportunities for all. They have respect for all and do not use their power to control, exploit or oppress others. Generally, they are not trying to impress others physically or intellectually.





### **Sai Prasad Vishwanathan:**

Vishwanathan lost sensation in the lower half of his body when he was a kid. But he was not one to let a disability take over his life. He became India's first skydiver and has his name registered in the Limca Book of Records for being the first Indian with disability to skydive from 14,000 feet. He has co-founded Sahasra, an organization that provides scholarships to financially disadvantaged students with great potential, to pursue higher studies. He currently works as a risk consultant at Deloitte U.S. in India.

Masculinity they are openly expressive about their softer emotions and keep negative emotions managed. They might help with cooking or cleaning, wear clothes that are a mix of colours and enjoy healthy leisure activities like sports, exercise, gardening, walking, tracking, cycling, and singing. Positive masculinity is supported by a good nurturing in the childhood by a loving relationship and is not domineering or forceful. Positively masculine and feminine persons in the household and community can achieve mutual coexistence between humans.

### **Rajendra Singh Rahelu**

Rajinder Singh Rahelu contracted polio when he was eight months old. Since then, he has not been able to walk. But he did not let his disability come in between him and his dreams. Rahelu decided to discontinue his studies after completing high school. In 1996, a little encouragement from his powerlifter friend motivated Rahelu to pursue a career in this sport. He started by lifting a weight of 75 kg but rigorous training and motivation made him strong enough to lift a weight of 115 kg within six months. He continued to practice, and today, he has created



history after winning a silver medal in powerlifting at the Commonwealth Games 2014.



### Girish Sharma

He lost a leg in a train accident when he was a kid. But, this setback in life did not stop him from becoming a badminton champion. He has just one leg which is so strong that he not only plays the game effortlessly but also easily covers the entire court. Ever since he was a kid, he would indulge in outdoor activities with other kids without letting his disability come in the way.

## **B.Lesson/Activity**

### **Opening circle (10 min)**

1. Hand-out the balloons to the participants.
2. Ask them to blow the balloons with in the given time 5 min.
3. Finally count the balloons blown by the participants and announce the winner.

### **Introduction – 5 min**

Very briefly go over the concept that sex is the biological features that make someone male or female, while gender is socially constructed norms for behaviour. Give examples and describe some

of the ways that masculinity is constructed (e.g. in childhood, through examples on media and through social expectation.)

**Game – Social constructions and discussion - 15 min**

Read out activities in this list and ask participants which activity is linked to males or females.

Save a child who is walking towards a fast moving truck	Burping loudly
Washing and hanging out clothes	Good at fixing things with a spanner or screwdriver
Served meal first	Shaves in the morning
Professor at a university	Repairing plugs and switches
Hair braids	Hospital nurse
Participates in burial	Shaving head
Wears pink colour	Doctor
Put on kajal	Drives a motorbike
Cries when watching sad movies	Wears blue colour
Looks after small children	Faster in running

**Discussion**

Ensure that participants recognise which statements are linked to biology (e.g. men are more hairy, women have menses and breastfeed) and those which are socially constructed (e.g. boys are better at cricket bowling – which is due to social opportunities and expectations that they will play cricket much more than women.) Note that some examples may be mixed – e.g. a woman’s biology

determines that she will get pregnant (a man can't get pregnant) however there are social expectations e.g. that she will get pregnant soon after marriage, or that she will live in her in-laws' house, which are socially constructed.

### **Positive and negative masculinity – group exercises**

Exercise one - What different masculinities do we see around us? Introduce positive and negative masculinity by referring to the table below ask participants to raise their hands if they can think of a man who fits the description read aloud.

Table describing different ways of being masculine

### **Positive and negative masculinity**

Ask participants to look at the six men portrayed in the chart in their workbook. Ask for six volunteers who will each take the role of one of the men portrayed. They can walk in front of the group as though in a fashion show or public show and show their different identities as they walk and talk across the stage. Ask young men in the group to think which man they are most like.

<p>I am a big moustached man. Wherever I go people are scared of me. I have nothing to do with girls. Girls are rubbish. I know how to get my work done from them.</p>	<p>I have lots of friends, both men and women. I have no problem in talking with women also. At home I work with my mother. I have friends from other religions also. I like my beard and moustaches. I try to remain calm and happy most of the time.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>No one dare speak before me. When I come home it is pin drop silence. I am a proud man. My children do as I say.</p>	<p>No one is afraid of him. He Respects women and is a competent home maker. Very friendly with children.</p>
<p>Always share my toys with others because everyone should get a chance to play. I take smaller children from my colony to school along with me. I earn some money by selling balloons in the evening, which I save with my mother. I wish all the houses in our colony had lights then my grandmothers could see in dark. Once some girls and boys from our community went out for a picnic it was fun.</p>	<p>I don't like going to school. My parents are always fighting at home. I have to go work so that I can buy my stuff. No one in my house cooks well so I like eating out. Kapil had a kite; yesterday I sneaked it out from him. Poor guy must be looking out for his kite. If he comes to me I will kick him like my father kicks us all. I miss my uncle who is in jail these days.</p>

Discussion points what can we do to strengthen our positive masculinity? How does negative masculinity affect men?

### **Masculinity jump game – (20 min)**

**This game is best played on a terrace or outside where there is room to move forward and backward**

*All participants start in a line in the middle of the space/ courtyard*

When a statement is read out you think if you agree or disagree with the statement. The leader will tell you whether to jump forwards or backwards.

1. Chest hair is a sign of manliness, hairless people are less manly. (knowledge myth)  
Agree – jump backwards one step; Disagree – jump forward;  
Not sure – stay where you are
2. Girls are only to have fun (negative attitude)  
Agree – jump backwards one step; Disagree – jump forward;  
Not sure – stay where you are
3. I jump traffic lights when no one is looking (negative practice)  
Agree – jump backwards one step; Disagree – jump forward;  
Not sure – stay where you are
4. After my wedding I relocated to my wife’s hometown, because she is holding a regular job ( positive practice)  
Agree – jump forwards one step; Disagree – jump backward;  
Not sure – stay where you are
5. Crying is good for healthy heart ( positive)  
Agree – jump forwards one step; Disagree – jump backward;  
Not sure – stay where you are
6. By listening carefully, understanding and responding with respect even serious problems could be solved ( positive attitude)  
Agree – jump forwards one step; Disagree – jump backward;  
Not sure – stay where you are
7. Castes are based on genetic traits, higher the caste better the genes. (Knowledge myth)

Agree – jump backwards one step; Disagree – jump forward;  
Not sure – stay where you are

8. Anger is the power of a real man (negative attitude)

Agree – jump backwards one step; Disagree – jump forward;  
Not sure – stay where you are

9. I spend my evenings by gossiping over whisky (negative practice)

Agree – jump backwards one step; Disagree – jump forward;  
Not sure – stay where you are

10. I encourage my sister and women in my family to be independent and go places without any male family member

Agree – jump forwards one step; Disagree – jump backward;  
Not sure – stay where you are

At the end of the game while people are still standing in their places, talk about which practices led to moving forward. Ask participants to then form a circle and finish with a closing circle. As participants to talk about something that was a new idea for them in today's session and an idea of something they will try to do in the coming week to celebrate positive masculinity. Use a ball to throw from one to another – not everyone has to share.

### **Home Activity – 5 min**

Identify one negative masculinity trait in yourself and one thing you can do differently this week to change it.

Talk with a friend from the group about a man who you know who is a role model or who you find inspiring. What does that person do that inspires you? Discuss one of "what".

## Module 18-Mental health

### Objectives

To encourage YwMD understand positive mental health and negative mental health.

To understand the key symptoms, signs of severe and common mental health problems.

Mental health 2 1/2 hour  
Introduction 30 Mins  
Opening Circle – 15Mins  
Activity 1 – 30Mins  
Activity 1 – 60 Mins  
Closing Circle – 15 Mins

### Activity

- Group discussion
- **Mental Health Scale and Symptoms of mental illness**
- Icebreaker

### Materials

Black board or chart paper

#### A. For the Facilitator

##### A. 1. Introduction

One has to sit in the centre of the balancing beam to maintain balance

One has to cross the mud path using raised stones

One should know when to bend and when to rise while playing with waves

One should not hurt others and not to hurt self just move on in life by escaping, this is the life philosophy pronounced by great people.



These are precautionary measure to maintain one's mental health.

YwMD need to understand this there are so many issues which disturbs you at present which happened in past and worry about future this is never ending process.

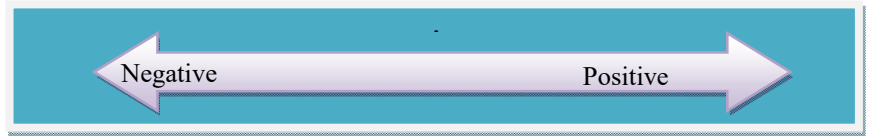
If you are surrounded with this means you are floating in the flood, you don't know where and at what condition you will come out; never allow to this happen in your life.

Whatever may be situation nothing is bigger than you; you are precious than anything else in the world. So respect self and believe in self and move on.

Mental balance is the only key for success as well as for happy and pleasant life.

The best gift you one can give for self is this.

We are mentally healthy when we can use our strengths and skills, manage with the normal tension of life, and can contribute to our community with healthy relationships. Tension is not a mental illness



but can increase risk for development of a mental disorder like depression. It can be helpful for us to think of our mental health like the sliding scale pictured below. When we feel stress and tension we move further toward negative mental health. Negative mental health includes mental illness which can affect our emotions, thoughts or behaviours in a negative way.

**Image A.1.**

Mental health problems are common and can affect people who are young or old, rich or poor, men or women, educated or un-educated. Anyone can develop a mental health problem at any time; it is not due to witch craft, possession or laziness. Treatment and support can help people with mental disorders to recover and live a normal life in most instances.

There are five types of symptoms experienced by people with mental health problems. When these symptoms are excessive or start affecting our lives in a negative way, they gradually turn up to become a mental disorder.

- **Physical symptoms**- These affect the body and its physical functions. Example – stomach ache or headache
- **Feeling**- Emotional symptoms. Example – being sad or angry
- **Thinking**- Intense negative thoughts a person may have. Example – an anxious thought going around, and around which can't be put aside
- **Behavioural symptoms** - Actions which people take. Example – someone is very worried about cleanliness and washes their hands many, many times a day.
- **Imaginative** - Experiencing things that are not real but are real to the person. Also called hallucinations.

**Severe mental illness - this is for information of facilitators and may be discussed if raised by the group**

People with severe mental illness often behave strangely and have many imaginative symptoms. Many people believe the behaviours which are caused by mental illness are caused by demonic possession or other supernatural things, but this is normally not the case. For most people, symptoms happen before the age of 30. Schizophrenia is one type of severe mental illness. It affects around 1 person out of 100. Symptoms of schizophrenia can include sleep disturbance (Physical), agitation or restlessness, lack of motivation (Emotions), unable to think clearly, believe they are destined to do great unrealistic things in life such as saving the world (Thinking), Talking to oneself, talking more than normal or at a rapid pace, poor hygiene, social withdrawal from friends and family and hearing, feeling or seeing images which are not real, etc. Medicines and psychological treatments like psychotherapy are available for such type of illness. These interventions are very effective and will help the person with mental illness and their care takers to come back to regular life. Places of referral for such treatments start from your nearest Primary Health Centre to Mental Health hospitals. You can contact any mental health

professionals like a psychiatrist, a clinical psychologist, psychologist, counsellor or a social worker.

## **B. Lesson/ Activities**

### **Opening Circle and Game – 15 Minutes**

1. Welcome the participants and begin with a game.
2. The group should sit in a circle facing each other. Each person writes down on two slips of paper one on each about themselves (e.g. hobbies or things that they have done etc.)
3. The facilitator gathers all the slips of paper, folds them mixes them up in the middle of the table. The direction of play is agreed then each person takes one piece of paper out at a time, reads it out loud and then answers for the slip.
4. Everyone should be standing. Call out a question and have YwMD form groups with people who have the answer in common. For example:
  - a. Hop to the back if you have Size 8 shoe size or larger!
  - b. Stand on right if you have more than 2 siblings!
  - c. Form a circle in the front if you are born outside of this town
  - d. If you have eaten dosa this year run here
  - e. If you can ride a scooter do some jumps where you stand
  - f. If you have been to Delhi wave your hands in the air etc. (Encourage movement.)

### **Activity: 1 - Mental Health Scale and Symptoms of mental illness – 30 Minutes**

- Introduce the concept of mental health and the symptoms of mental health.

- Ask YwMD to think where on the scale where they feel they are now. (NOTE If any person draws themselves as having very low mood, don't discuss in front of the group but try to talk to them at the end of today's module)
- **Depression** – discuss with the group the types and symptoms of mental health problems and write Physical, Feeling, Thinking, Behaviour and Imaginary on the board – **5 Minutes**
- Talk about how at some point in our lives we all experience sadness for short periods, e.g. after the death of a relative. When these sad moods last for more than two or three weeks and interfere with our everyday lives and relationships, we call it depression.

Being depressed is different than just being sad at times. Depression is common and affects around 5 people out of 100. Symptoms include:

- Physical- Aches and pains, weakness, headaches, stomach aches, loss of appetite, tiredness and lack of energy, sleeping problems.
- Feeling- Sad mood, feeling hopeless or helpless, loss of self-esteem, loss of motivation, loss of emotions.
- Thinking- Suicidal thoughts, difficulty concentrating, difficulty making decisions, negative thinking of oneself, loss of interest or enjoyment in activities. Depression can lead to lack of interest in life.
- Behavioural- Staying in bed or the house all day, unable to go to work or work in the home, excessive crying, poor personal hygiene, social withdrawal from friends and family.
- Ask YwMD to divide into two groups and ask one member in each group to come forward and give a situation to them and ask them to act the situation and ask others to identify the situation and also the expression of the person, their emotions. 5-10 minutes

- Ask YwMD to divide into two groups and ask one member in each group to read aloud the case stories of Abdul and Pushpa. Group members should act out the types and symptoms/ signs that are evident in each of these cases. The facilitator can circle and visit each group but they don't need to present to the larger group **5 - 10 Minutes**

## **EXAMPLE:**

### **Case Story A**

Abdul is a very quiet 14-year-old boy. He explains that before any school test he would become so anxious that he wouldn't even sleep. "It's like I can't turn off my brain. I just keep imagining the worst situation, like that I have left my pens behind, or that I can't answer a question." He worries particularly that he will not do well in school and that his parents will be very disappointed. Abdul has very few friends of his own. He goes home straight after school; he keeps his eyes looking down and won't talk to others, and doesn't spend time with classmates.

### **Case Study B.**

Pushpa is a 15-year-old girl who has always been a high achiever. She has very high standards for herself and can be very self-critical when she fails to meet them. Lately, she has struggled with significant feelings of worthlessness and shame due to several school tests where she didn't do well as usual. For the past few weeks Pushpa felt unusually tired and she is often irritable and withdrawn, which is quite different from her typically upbeat and friendly disposition. Several days she stayed in bed all day, watching TV or sleeping.

At home, her mother has overheard her having frequent tearful phone conversations with her closest friend, Anju, which have her worried. When she tries to get her to talk about what is troubling her, she pushes her mother away saying “Everything’s fine”.

## **Activity: 2**

### **1. Unique things - dependent on group size (20 Minutes)**

The trainer can divide the group into pairs and give participants a few minutes to interview each other. Then, each participant should introduce their partners by name and to share at least two unique characteristics about them.

### **2. Counting feet and hands – 20 Minutes**

Unique Things Duration: dependent on group size

Ask group members to divide into groups of three or four. Then call out what the group must achieve and see who are first e.g. 3 feet and 3 hands on the ground; six hands and four feet; four elbows and six knees; etc. See which group can follow instructions quickly.

### **3. Benefit finding – 20Minutes**

Discuss with the group that an important skill to remain mental health is to notice positive things that end up happening even when things have gone badly. Give an example from your own life of how this happened for you. Underline to YwMD that this doesn’t mean we have to be happy when bad or sad things happen, but that we take time to notice that still there can be positive outcomes.

Read aloud Case study C – if someone likes acting – they can act it out while you read aloud.

### **Case Study C**

- Sonu had been selected to play in the cricket match at district level. He was very happy and was determined to play well so that he could move up to the state level. Just a few days before the match, however, he slipped and fell and suffered a fracture. Sonu was very disappointed and was getting bored at home. But then he had an idea. He had been learning to play the harmonium but never had the time to practice. Sonu got his uncle to teach him and he began to practice regularly. At the end of the month he had become a very good harmonium player. He played at the school talent quest and won prize for his performance. In this way, Sonu was able to find some benefit in the 'bad' situation.

Ask YwMD to talk to the person next to them about a time that they can remember in their own lives, where they could find a benefit or positive thing that came from a difficult event.

### **Closing Circle – 15 Minutes**

Finish the session summarizing the mental health problems discussed and inviting any YwMD who have concerns about friends or themselves to come and talk to the facilitator at some stage to think about ways of finding help. Mental health covers our emotional condition of well-being, our relationships with friends and family and our outlook on life.

### **Home activity**

Think about one event in your life that did not turn out well as how you planned. What 'good' things came out of the 'bad' event that happened?



Write or draw pictures about events that you are comfortable writing about.

Being a benefit finder is not about things necessarily happening for the best – or about being happy regardless of what happens to us – but rather about accepting what has happened as a fact and then making the best of it.

## MODULE 19 – Bouncing back in life

### Objectives

To understand that failure is part of life and how to manage failure

### Activities

Group Work and work in pairs

Introduce the concept of coping with failure

Role Play

### Bouncing back in life

Introduction -30 Mins

Opening circle -15 Mins

Activity 1-20 Mins

Activity 2-20 Mins

Activity 3- 20 Mins

Closing circle -15 Mins

### Materials

#### A. For the Facilitators

##### A.1 Introduction

Diamond has its value, any size and shape; where ever kept, it increases the value of that place. Same way each moment and effort of YwMD has value. There is no question of failure.

Climbing a mountain using rope will be a challenging task, when height increases risk also increases, one should be more careful and balanced because more chances for slip, if slips it drag you down and

again need to start the journey. Here no place for failure, this way to reach destination.

When destination is decided but the way is challenging, failure or unexpected outcome are integral part and stepping stones to reach the targeted destination. In addition to this, the task is willingly taken by YwMD to showcase their abilities to the world.

On YwMD nature posed multiple challenges, which put down these difficulties with strong determination they decided to move forward and want to reach heights in life. But to reach their target, they have to move forward in a new way, which is filled with risk and opportunities. In this each task or effort will leave with rich experience and guide for future.

Each of your moment has a purpose, meaning and a step forward to achieve life goals. Clouds cannot hide the sun for long time, when the clouds move, sun comes out with more brightness.

Same way nothing will stop your achievement. Challenges and failures are part of life and learning experiences. Dreams, determination and resources are driving forces take you to further. Go ahead! Limitations or restrictions helps you plan properly, so work on that.

Yes, you need someone's help to do the task, but their support should not decide your destination. So take positive note and move further; do whatever you wanted to do with this precious life.

Ups and downs will always be part of our lives. Life in general is uncertain i.e., we don't know what will happen for us tomorrow. This makes life interesting and exciting. Uncertainty is not only a challenge but prepares us to face the unknown. Negative events will happen in all of our lives, many times leading to what we or

others view as a failure. In order to overcome failures, disappointments and frustration from negative events, we need to develop coping skills. Inability to cope with negative events can begin a cycle of failure as shown below.

**Figure1: Cycle of Failure**

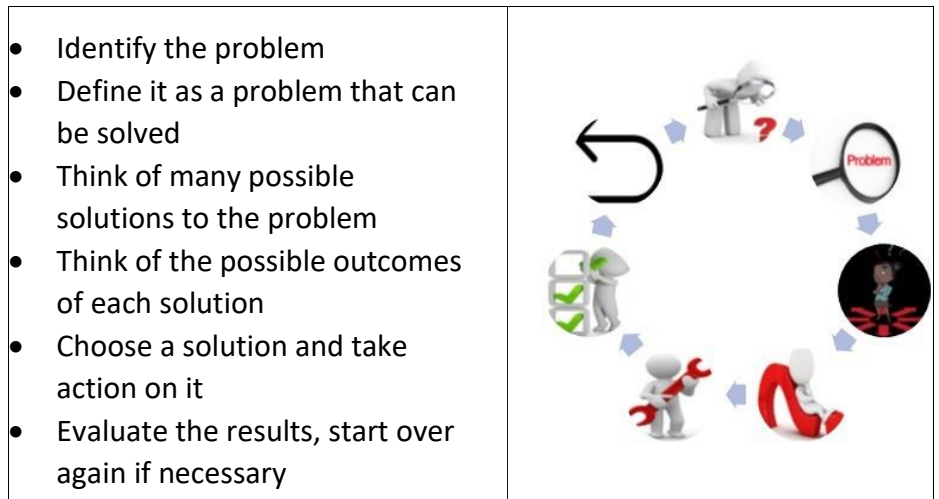


We can use different techniques to change our attitudes and behaviours at any or all of the points in the cycle. One of the first things we can do is to view negative events as an opportunity to learn and grow rather than a failure. Shifting our attitude can change us from thinking negatively in the face of failure to thinking positively.

<b>Not coping with failure</b>	<b>Effectively coping with failure</b>
Can lead to negative behaviours, which some people regret later, e.g. attempting suicide, drinking too much alcohol or giving up efforts to study.	Can increase self-esteem and confidence. Can lead to emotional growth, further understanding of life events and mental maturity

Recognising why you failed is important to improving one’s self; so that the same failure does not happen again. This can happen only when one accepts failure as a challenge and overcomes it with positive thinking.

It can be helpful to use the **Six Steps for Problem Solving** when we are faced with failure:



### A.2. Expectations and comparisons

Parental expectations: Parents can play a big part in our fear of failure. They may have high expectation or low expectations. In order to be a good son/daughter, children try their utmost to meet those expectations. If YwMD meet those expectations it's a wonderful feeling, but if they do not, it can be very difficult to handle those feelings.

Societal expectations: Society expects YwMD to behave in certain way, achieve career goals, settle down in personal life (marriage and have kids) and be a good citizen. In the case of YwMD societal expectations will be low. This leads to discouragement and lack of opportunities. Sometimes being unable to meet either of these expectations can push YwMD towards poor mental health and reasoning.

Comparisons: Our family and Society uses comparison as a method to motivate the person to perform better and do well. Often, this comparison serves opposite purpose. Constant comparison can let down YwMD and they can lose all motivation. This can sometimes contribute to developing low self-esteem in youth.

YwMD should understand:

- ❖ What they are able to control and what they are unable to control.
- ❖ Instead of believing that they are not as good as the other children one can think, “They may be better at some things but I am also good at things which they are not.
- ❖ Communication is the key – they should try to communicate with parents/ family about their feelings and concerns
- ❖ They might not be able to change how others think or feel, but they can change how they act and respond
- ❖ For example, if his/her mother is always angry that he/she does not keep things orderly, what changes can they make so that they can keep your things more orderly?

Life is precious. On the earth every one aim to reach heights and want create history on their name; But some only achieve it. Some leave in the beginning, some in the middle. Start blaming situations are people, but actually the whole sole responsible lay with them only. In the case of YwMD it is totally different even through you put your best efforts, someone’s help or support is required to achieve the target. That is not in their control; YwMD need to clearly understand this, in any situation you should not lose hope.

In the war leader decides the result not the enemies' strength. If leader is strong can motivate and send positive ways and create a belief that we are going to win the battle, no one defeat them. Same applies for YwMD even though you are outsourcing for support you should take lead role and be responsible for the end result. This attitude gives you self-confident to move forward in situation. Unexpected result or failure cannot stop you so move on achieve whatever you aim the sky is the limit for that.

## **B. Lesson/Activity**

### **B.1. Group Work and work in pairs**

Opening circle: (5 Minutes)

1. Welcome the participants and review the previous module.
2. Hand-out the paper to the participants.
3. Ask the participants to write about the how they overcome the failure from their life.

#### **Activity 1: Group discussion (20 Minutes)**

1. Ask the participants to divide into two groups.
2. Ask the participants to write in charts about their inspired leaders and how they overcome from failures in life; some techniques they use to follow in life.
3. Discuss with the participants about the facing failure in life.
4. What thoughts or feelings come up when you hear the word 'Failure'?" Draw on Section A.1.

#### **Activity 2: Introduce the concept of coping with failure: (10 Minutes)**

1. Introduce the Six Steps for Problem Solving and how failures can be associated with increased tension (Section A.1.).
2. Ask the participants to write about the step they follow in facing challenges and failures in their life.
3. Discuss with the participants about the coping with failure. And the techniques used to face the failures.

Then ask YwMD “How did you feel when you did not meet those expectations?” Draw on Section A.2.

### **Activity 3: Role Play: (10 Minutes)**

1. Ask two YwMD to volunteer for role play.
2. Ask the participants to role play the activity about the facing challenges in life for youth with Multiple Disabilities.
3. Ask the participants to divide into two groups and present the role play.
4. Ask YwMD to discuss in pairs “How do you feel if your parents compare you to others?” Draw on Section A.2.

### **B.2. Key Message:**

- ❖ Ups and downs are part of our lives.
- ❖ Understanding why failure and challenges happened rather than feeling hopeless is the key to progress.
- ❖ Failure is not the end of the road. Negative thoughts are understandable; but moving forward and having positive thinking is the most important step to overcoming the failure and challenges they face in life.
- ❖ Foresee that failure may occur and try to prepare yourself to cope up your emotions.



- ❖ There are no instant answers to challenges in life and failure is a major challenge. Using the Six Steps for Problem Solving can help us to review these challenges and find solutions for success.
- ❖ Sometimes parents can have high expectations of us. We can't always work to change our parents' expectations but we can change how we act and react to them. Use the tips for conflict resolution to help talk to your parents.

### **Home Activity**

Can you think of a time when you found life is difficult? How did you cope?

Answer truthfully. Use the 6 stages of problem solving to try and work out what you could have done. Fill in each of the 6 stages with your example and share with your group at the next session.

## Module 20 Change in community presentation

### Objectives

To enable YwMD know that they can make changes in their communities; no matter how big or small.

#### **Change in community presentation**

Introduction -30 Mins

Opening Circle -15 Mins

Activity 1-20 Mins

Activity 2-20 Mins

Activity 3- 20 Mins

Closing Circle -15 Mins

### Activities

Group discussion, Change in my Community Presentations

### Materials

Black board or chart paper.

### For the Facilitator:

Tiny buds bloom the maximum they can and bring gracious look to plants and spread fragrance into surroundings.

Roaster's early morning wakeup sounds, peacock's pleasant dance and cuckoo's melodious cooing. In these way tiny creatures presenting self the best way they can.

Human is the precious creation of nature need to present self at utmost. YwMD will not have any excuse in this; you are the right person to do this task. Your achievements, itself life lessons for younger generations. So move on never stop your efforts till you reach the destination.

YwMD need to understand this; always you have two choices. Reach above the group and create history or be one among the group and lose individual identity over a period of time. You need to choose either one.

One more important thing YwMD need to remember that; from the childhood challenges, difficulties, limitations, restrictions, dependency and adjustment are part of life. For which nature is culprit; no where you are responsible for this.

Thinking about these is of no use. Kicking all these things finding new ways of living should be your task. Dreaming high and achieving it with grit should be part of your live.

YwMD need to and should move in this way; need to give new look to your life with your achievements.

Your achievement should speak for you. Your way should be shown new paths and create hope for CWMD.

One stone two fruits - double benefit; your success also has this; give confident for special people motivation to move forward, guts to dream high in life.

So don't stop your journey whatever may the circumstances, just move on its only one life need to prove our self.

Rain drop which fall in creates pulse, you should become that much precious and creates history on your name.

Till the time society influenced your life. Now it's your turn your achievements need to speak for you. Contribute to the society the best way you can and set target for youngster and leave path to CWSN. Life is precious, win this life.

### **A. Lesson/Activities A.1. Group Discussion**

1. This session will be devoted to the groups presenting their Change in My Community Projects. Allow 15 minutes for each group to present, with additional time for questions and answers at the end. If you are able to (have the space, etc.) invite teachers, parents, panchayat members or other leaders to this final session.
2. Once complete, congratulate all of the YwMD on the hard work they have put into their projects and overall efforts during the course. Use the last few minutes to ask each young person to share with the class the most important thing they have taken away from this course.
3. At the completion of the YwMD's presentations, you could present each young person with a small memento of the course that represents resilience and strength e.g. a piece of bamboo, or a rubber band and perhaps a certificate of participation in the course.

### **Key Message**

Over this course we hope that YwMD have learned more about themselves and built skills to use for the rest of their lives. We hope that these skills will help YwMD to remain mentally happy and healthy.

They can use what they have learned and teach it to others, these skills can even benefit adults.