

Mahatma Education Society's
Pillai HOC College of Arts, Science and Commerce, Rasayani
(Accredited by NAAC and ISO 9001:2015 Certified)

Pillai HOCL Educational Campus, HOC Colony, Rasayani, Taluka- Panvel, District- Raigad, Maharashtra—410207 India
Website: www.phcasc.ac.in | Telephone No. : 02192-252005



Positive Psychology

(An In-house Certificate Programme)

Guided by
Dr. Lata Menon
Principal

Compiled by
Team Members of IQAC,
(PHCASC)

Table of Contents

Table of Contents	1
Vision, Mission and Objectives of College	4
Introduction to Positive Psychology Programme	5
Level I: Introduction to Positive Psychology	7
Module-1 Contentment of Past	8
Topic-1 Gratitude brings fulfillment	9
Topic-2 Life is Transient	11
Topic-3 Sensible Responsiveness	14
Module-2 Happiness in the Present	17
Topic – 1 Sense of Control toward the Past and Autonomy of the ‘NOW’	18
Topic – 2 Behavioral Signature Strengths	20
Topic – 3 PERMA Model	25
Module-3 Hope and Belief for Future	34
Topic – 1 Know Your Life Purpose	35
Topic – 2 Law of Attraction	38
Topic – 3 Visualization	40
Module-4 Health	44
Topic-1 Physical Health	45
Topic-2 Mental Health	47
Topic-3 Emotional Health	49
Module-5 Relationship	52
Topic-1 Trust and Support System	53
Topic-2 Mutual Respect	55
Topic-3 Communication, Forgiveness and Acceptance	56
Module-6 Belief Systems	60
Topic-1 Faith & Trust	61
Topic-2 Self Efficacy and Contemplation	63
Topic-3 Self Reflection and Tolerance	66

Level II: Fundamentals in Positive Psychology	71
Module-1 Stress Management	72
Topic-1 Four A's of stress Mgmt	75
Topic-2 Adversity Quotient	80
Topic-3 Meditation Techniques	84
Module-2 Talent Management	87
Topic-1 Self Inquiry	88
Topic-2 Knowledge Management	92
Topic-3 Leadership skills	99
Module-3 Personality Management	103
Topic-1 Personal Grooming	104
Topic-2 Social Grooming Skills	109
Topic-3 Purpose, Passion and Vision	114
Module-4 Empathy	118
Topic-1 Understanding Emotion & Communicating them	119
Topic-2 Observe without Evaluation	125
Topic-3 Discover your Purpose	129
Module-5 Sense of purpose	135
Topic-1 Financial Wellness	136
Topic-2 Personal Growth	139
Topic-3 Positive Psychology Interventions	143
Module-6 Inclusiveness & Belongingness	145
Topic-1 Diversity and Acceptance	146
Topic-2 Commitment and Courage	150
Topic-3 Social Belongingness	154

Level III: Advanced Positive Psychology	158
Module-1 Personalized Kit for Enrichment	159
Topic-1 Apps that keep you calm	160
Topic-2 Time Management APPs	163
Topic-3 Wellbeing Apps	167
Module-2 Interventions	171
Topic-1 Savoring PPSY and gratitude	172
Topic-2 Kindness Boosters and Empathy Intervention	185
Topic-3 Optimistic and Meaning Oriented Interventions	200
Module-3 Roots for Resilience	213
Topic-1 Life enhancement Strategies	215
Topic-2 Exploring Positive Culture	218
Topic-3 Cultivating Mindfulness	224
Module-4 Emotional Intelligence	230
Topic-1 Self-motivation	231
Topic-2 Emotional Quotient	235
Topic-3 Self-awareness	253
Module-5 Social Intelligence	259
Topic-1 What is Social Intelligence?	260
Topic-2 Methods to enhance S.I	262
Topic-3 Expert's View on S.I.	264
Module-6 Adversity Endurance	266
Topic-1 Relation between A.Q. & Academic wellbeing	267
Topic-2 Building Resilience	270
Topic-3 Components of A.Q.	276
Acknowledgement	281

Vision, Mission and Objectives of College

Vision

The vision of the college is to provide education to all, irrespective of region, religion, caste, economic strata and academic performance thereby becoming the real catalyst for change in the society.

Mission

- To ensure excellence in education by maintaining high standards of teaching
- To help the students enhance their skill sets
- To work for the personality development of the students
- To inculcate in them scientific temper and civic sense
- To provide best infrastructure comparable to international standards

Objectives

- To enhance student competence
- To help them meet the demands of dynamic job market
- To serve the marginalised section of society
- To sensitise the students for propagating the importance of Human Rights and Environment

Introduction to Positive Psychology Programme

For years, psychology has been the study of what ails the human mind. For example, why do certain individuals develop depression or abuse substances? Currently, there is a movement within psychology to study not only what ails the human mind, but what makes us happy, healthy, and content in our lives. Positive psychology is the scientific study of what goes right in our life, from birth to death and all the stops in between. In this course you will learn what positive psychology is and what positive psychologists have learned about the good life and how it can be encouraged in your own lives.

The course will focus on the psychological aspects of a fulfilling and flourishing life. Topics include happiness, self-esteem, empathy, friendship, goal setting, love, achievement, creativity, mindfulness, spirituality, and humour. If you have ever wondered what the secrets of happiness are, this is your chance to learn some ways to increase your own levels of happiness. This will be accomplished through lectures, class discussions of relevant topics, small projects, and in-class activities. Assignments include readings, a short written review, quizzes, and small group projects.

Positive psychology concentrates on positive experiences at three time points: (1) the past, centring on wellbeing, contentment and satisfaction; (2) the present, which focuses on concepts such as happiness and flow experiences; (3) the future, with concepts including optimism and hope.

Not only does positive psychology distinguish between wellbeing across time points but it also separates the subject area into three nodes:

-
- The subjective node, which encompasses things like positive experiences and states across past, present and future (for example, happiness, optimism, wellbeing);
 - The individual node, which focuses on characteristics of the 'good person' (for example, talent, wisdom, love, courage, creativity); and
 - The group node, which studies positive institutions, citizenship and communities (for example, altruism, tolerance, work ethic).

Contrary to criticism, positive psychology is not a selfish psychology. At its best, positive psychology has been able to give the scientific community, society and individuals a new perspective on existing ideas as well as providing empirical evidence to support the phenomenon of human flourishing. Above all, though, positive psychology has challenged and rebalanced the deficit approach to living while connecting its findings to many different disciplines. Throughout these sessions we will see how inducing positive emotions, committing acts of kindness and enhancing social connections enable individual and societal flourishing, demonstrating the usefulness of the discipline for individual, group and community wellbeing.

Goals of the Course

- To understand and articulate key concepts, findings and controversies in the emerging field of Positive Psychology.
- To build a science that supports workplaces that foster satisfaction and high productivity.
- To create a graphical representation of the possibility for assisting strengths.
- To offer a starting point for creating future plans to increase or optimise strengths.
- To articulate from firsthand experience, with Positive Psychology activities, a perspective on how positive psychology is relevant to one's life.

Level I: Introduction to Positive Psychology

Module-1 Contentment of Past

Since the beginning of time, the human heart is in search of contentment. Everything humans work toward and for is to find contentment at the end of each day. However, it seems like contentment eludes the human heart. But what is contentment? The Cambridge English Dictionary defines contentment as happiness and satisfaction, often because you have everything you need.

You may blame our past and the experiences that may have led you to feel unhappy, or insecure. But the good news is that we don't have to live like this. We can build a beautiful world of our own with the liberating choices we make.

To be able to make these choices, we need to understand everything that prevents us from finding contentment, and the various ways we can break free from the chains of our detrimental habits.

Contentment of Past consists of 3 Topics:

1. Gratitude
2. Life is Transient
3. Sensible Responsiveness

Topic-1 Gratitude brings fulfillment

Topics to be covered:

1. Introduce Gratitude
2. Cultivating Thankfulness
3. Acknowledging Often
4. Being Graceful
5. Love Nature

Activities:

1. **Gratitude Prompts:** In this activity, students are expected to use the following prompts in order to create sentences of gratitude (not less than 50 words and submit to the teacher)
 - I'm grateful for three things I hear:
 - I'm grateful for three things I see:
 - I'm grateful for these three friends:
 - I'm grateful for these three family members:
 - I'm grateful for these three things in my home:

2. Gratitude Letter

Write a letter of gratitude to someone you have not properly thanked. Teachers can show a sample of how the students should proceed with the letter. It is up to the student to choose to read this letter in person or over the phone to the person the student's thanking. If you are horrified at this proposition, you can simply send your letter or even keep it to yourself.

Topic-2 Life is Transient

“Awareness of impermanence and appreciation of our human potential will give us a sense of urgency that we must use every precious moment.”

- Dalai Lama

Philosophy of Topic

Everything around us is constantly changing. Nothing remains the same. Everyday brings experiences and moments that we may never relive again.

In such a scenario of change, it is beneficial to remind yourself of the fleeting nature of things as you confront adverse situations in your life. You may experience negative emotions and grief owing to various situations like loss of a loved one, breakup or termination of a job.

One thing to remember is that both pain and joy are not permanent in life. Acceptance of this reality can help constructing a contented perspective. Becoming aware of the undeniable impermanence of all situations can fuel your passion for relishing and savoring the wonderful events in your life.

Topics to Covered:

1. Accepting Change
2. Coping with Trying Times
3. Adaptation and Co-existence

Activities

1. Embracing the Change

The moderator (Teacher) can ask the students to contemplate and write down the recent changes they have experienced. Once they complete this task, the moderator will ask the students their response to an unpredictable situation. The teacher will brief the responses and discuss with the students the various ways to accept change.

1. Set reasonable expectations
2. Acknowledge Change
3. Accept Change
4. Understand that change is an inevitable part of life.
5. Look on the bright side. Even though change can have a negative effect on your life, in most circumstances, there is always something positive to look at. Use this as an opportunity to turn a loss or negative change into an opportunity or a way to rediscover your zest for life.

6. Recognize Strength
7. Learn from experience

2. Narration and Discussion

The moderator can narrate the life stories of great minds who transformed difficult and adverse situations to positive ones. Conduct discussion sessions. Since personal experiences fetch more attention, ask the students to share their experience with the class.

Assignments:

1. Ask the students to read books/watch movies dealing with the thoughts discussed and submit the review

Topic-3 Sensible Responsiveness

“When I look back on my knee-jerk reactions now, I realize I should have just taken a breath.” —Fred Durst

Let's talk about reaction versus response. Some people use the words synonymously but to me there's a world of difference.

A reaction is instant. It's driven by the beliefs, biases, and prejudices of the unconscious mind. When you say or do something “without thinking,” that's the unconscious mind running the show. A reaction is based in the moment and doesn't take into consideration long term effects of what you do or say. A reaction is survival-oriented and on some levels a defense mechanism. It might turn out okay but often a reaction is something you regret later.

A response on the other hand usually comes more slowly. It's based on information from both the conscious mind and unconscious mind. A response will be more “ecological,” meaning that it takes into consideration the well-being of not only you but those around you. It weighs the long term effects and stays in line with your core values.

A reaction and a response may look exactly alike. But they feel different.

For example, say you are approached by a panhandler on the street and you give that person money. It's a reaction if you gave that money out of fear or embarrassment or guilt. It's a response if you gave that money from a solid sense of “I am here to help my fellow man in whatever form.” Or say you didn't give that person money. Again, it's a reaction if you didn't give the money out of fear, disgust, or anger. It's a response if you didn't give the money because you decide it's wiser to give your money elsewhere.

We all know the difference. The point is that the more we do, the less empowered we are. We're operating from underlying assumptions and beliefs we're not even aware

of. And the results of doing that are somewhere between horrendous and less than stellar.

Topic to be covered:

1. Reaction Vs. Respond
2. How to respond
3. Tips to develop sensible response

Let Go Mode

Topics to be covered:

1. Mistakes are Inevitable
2. Acknowledge Challenges
3. Trauma
4. Acceptance
5. Dealing with the Past

Activities:

1. **Forgiveness Letter to Self:** Students will be encouraged to ponder about their actions toward themselves in the past. They will be encouraged to review how their self-hurting actions could have led them to face a downfall. Once this is done, students will be encouraged to forgive their past self and write a letter of forgiveness for any regret or self-hurt caused in the past.

2. **Visualizing Two Past Mistakes:** Students will be instructed to be silent and enter into a personal space in the classroom with their eyes shut. They will be asked to visualize an imaginary board and will be asked to think of two mistakes they have committed in the past. Once they've crossed the step, they will be asked to think of a solution as to how they will deal with the mistake with their current level of understanding and experiences.

Module-2 Happiness in the Present

The goal of Positive Psychology is to promote factors that enable people to thrive and flourish by advocating a shift in psychology's focus away from correcting the worst aspects and toward uncovering and developing positive attributes.

Positive Psychology is founded on the concept of happiness. Happiness is defined as the feeling of progressing toward key life objectives and the experiencing of more positive affective emotions than negative states. Individual wealth, health, family, social ties, and moral ideals are among the identified characteristics or conditions that have been linked to happiness.

In the pursuit of understanding happiness, 'Happiness in the Present' consists of three Topics:

1. Sense of Control toward the Past and Autonomy of the 'NOW'
2. Behavioral Signature Strengths
3. Perma Model

Topic – 1 Sense of Control toward the Past and Autonomy of the ‘NOW’

Topics to be covered:

1. Introduce Happiness as not being linked to achievement – Most of us have been taught to believe that happiness is linked to our accomplishments. We think, “I’ll be happy when I get married” or “I’ll be more satisfied at work when I get a promotion.” We are convinced we’ll find joy when we finally run a marathon or buy that luxury car.
2. Feeling of Happiness *right now regardless of circumstances*
3. Stop focussing on the past and be present in the now.

Activities

1) Establishing a Sense of Place

Look around you at this moment. Describe your space without making any judgments. For example, instead of saying the room is cheerful or dreary (words of judgment), simply observe the texture of the carpet or floor, the color of the room, and the positioning and style of the furniture. Perhaps the walls are beige, the desk is facing a window, the fabric on your chair is slightly worn, and there is a photo of someone you love next to your computer. By noticing without judging, we allow ourselves to be aware of the present moment. Contentment comes when we are most aware of the present moment, and through the power of contentment, happiness becomes a more viable choice.

Happiness can be sustained by making a series of those conscious choices.

2) Mindful Bell

This exercise is pretty easy. Pick any one item in the classroom which can produce sound while it hits against the table (eg. duster). Ask the students to sit in a comfortable position with their eyes closed. Now, the teacher should start striking the duster on the table without stopping.

- a) The only instruction to the students would be to try to ignore the sound of the duster and focus inwards.
- b) Ask the class to raise their hands up with a 'thumbs up' with their eyes closed as and when they are able to do that.

When the entire class's hand is up- tell them that when they wishfully ignored the sound and looked inwards, the possibly irritating sound seemingly ceased to exist. And if this is possible with sound- it's definitely possible with life.

Here are some tips for cultivating contentment in your life:

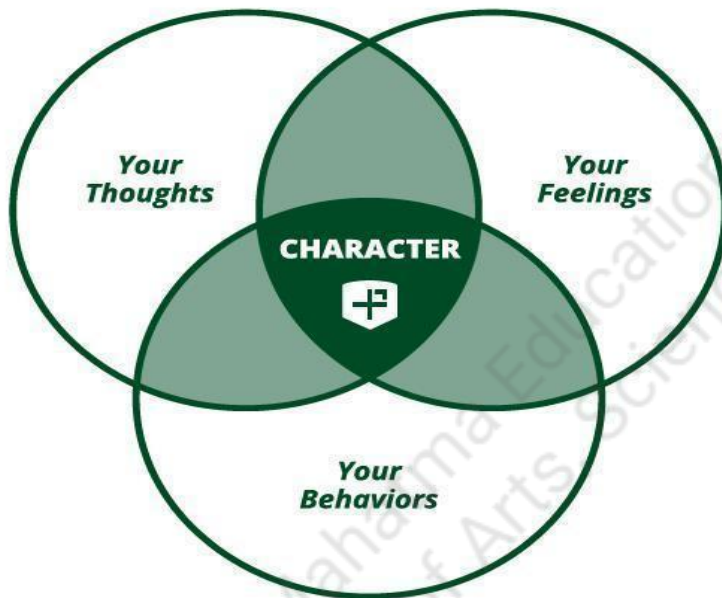
Lessons You Must Learn to Find Contentment in Life

1. Failure is better than regret.
2. Pain and self-growth go hand in hand.
3. The past can be both a friend and a foe.
4. Life is impermanent.
5. Honesty keeps things simple.
6. Gratitude brings fulfillment.

Topic – 2 Behavioral Signature Strengths

(NOTE- PAGE ONE AND TWO ARE FOR THE REFERENCE OF THE TEACHERS AND NOT TO BE LECTURED IN THE CLASSROOM.)

Character is the aggregate of who we are; it's “what’s inside every one of us.”



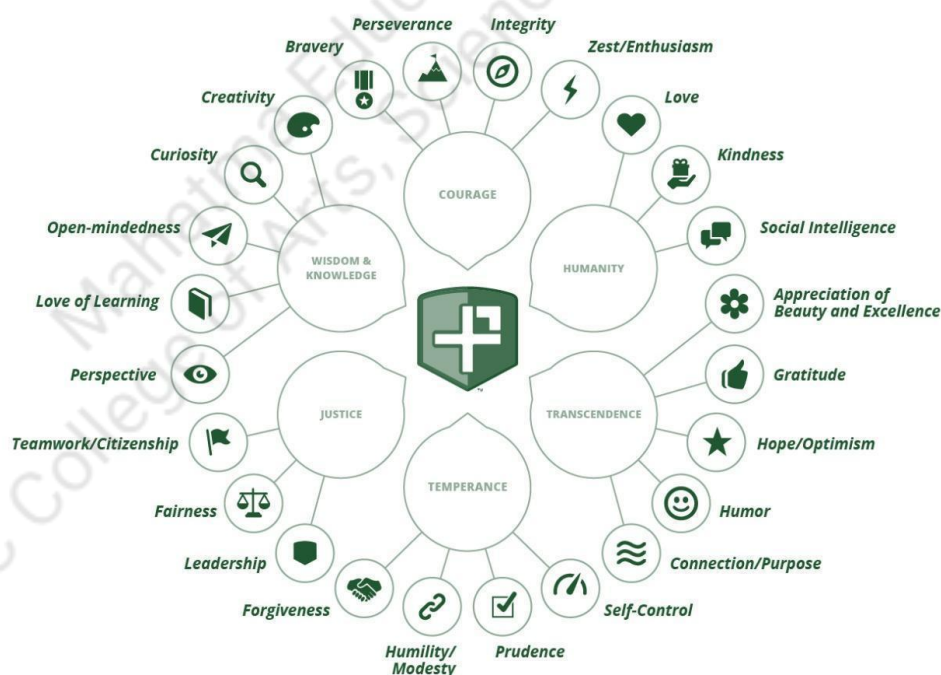
Teachers' Notes:

Dr. Chris Peterson took a three-year sabbatical to better understand character and its manifestations. Alongside Dr. Martin Seligman, Dr. Peterson then wrote an 800-page book on the research called Character Strengths and Virtues.

This book explains that:

- Twenty four character strengths that are evident in the most widely influential traditions of thought in human history.
- Robust evidence of all 24 strengths existing throughout time and in all cultures of the world.
- All 24 character strengths exist in every individual. Ranging from bravery and forgiveness to integrity and gratitude, these character strengths are the foundation of the Positivity Project's model.

Making children aware that every one of them has all 24 character strengths, provides the foundation for genuine self-confidence grounded in self-awareness. At the same time, it helps children better understand why everyone is different and how to appreciate those differences. Unlike our height, weight, or skin color, character is something that can't be seen with the naked eye. Therefore, understanding and valuing it — especially in other people — requires a framework of consistent reflection and discussion.



Topics to be Covered

Introduce character/signature strengths

Of the 24 character/ behavioral strengths, studies show five strengths might be considered “The Happiness Strengths”

1. Zest
2. Hope
3. Gratitude
4. Curiosity
5. Love

Activities to Boost

1. Zest

Zest means to exert energy in a unique way. It is the degree of enthusiasm and energy with which the students may approach work/study. It can be as simple as asking the entire class to come out of their benches and do some activity as simple as jogging on the spot or play 1-2- clap, 4-5-Clap, 6-7-Clap

BANG- Activity for Zest

Time Required: 5-20 min depending on the class size

1. The group stands in a circle. One person stands in the middle as the Sheriff.
2. The Sheriff quickly spins around and then points at any one person in the circle and says “bang!”
3. The person pointed at crouches as quickly as possible. The other two people standing next to them must quickly point at each other, shouting each other’s name.

-
4. The person who is last to shout the name of the other person is out of the game
 5. When there are only two people left , they stand with their backs to each other . The sheriff calls out random nos. On every odd no., they move away from each other and the moment the sheriff calls out the even number, they have to spin around and shoot. The one who does it quickly is the winner.

2. Hope

My Most Ideal Self: Take time to consider the future year and envision your best possible self in a realistic manner. Assume you're doing things you enjoy while working toward a goal that's important to you. Write down the information after you have a clear picture. Writing would assist you in moving from hazy concepts to concrete, real-world possibilities. Place this somewhere in your room where you can easily see it.

3. Gratitude

Since this has already been covered, you may ask the class to come out and say 'thanks' to their classmates.

4. Curiosity

1. Ask your students to try some new food for the first time, preferably from a culture different than their own.
2. Ask them to try taking a different (yet safe) route home and explore a new area or neighborhood.

5. Love

Engage in loving-kindness meditation. Find a comfortable space to sit quietly and practice wishing yourself and others happiness and peace. The standard meditation studied by researchers are as follows:

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- May I/You be filled with loving kindness
 - May I / you be safe from inner and outer dangers
 - May I/ you be well in body and mind
 - May I/ you be at ease and happy

Conclusion

This Positive Psychology lecture would be a whole lesson plan with activities. All that is required of the students is for them to understand how these behavioral strengths might lead to happiness.

Topic – 3 PERMA Model

Nowadays, everyone appears to be on the lookout for happiness. There are various ways to achieve happiness, including training your mind for happiness, spending money on others to create happiness, and adhering to the happiness code. The theoretical model of happiness (PERMA) developed by Martin Seligman helps us understand these factors and what we can do to maximize each one in order to live a happy life.

Seligman's PERMA Model

The PERMA model was developed by Martin Seligman, the founder of Positive Psychology, and has five core elements for psychological well-being. Seligman believes that these five factors help people lead a fulfilling, happy and meaningful life. This model can also be applied to institutions for designing programmes that help people develop new cognitive and emotional tools.



P – Positive Emotion

This element of the model is one of the most obvious connections to happiness. Being able to focus on positive emotions is more than just smiling, it is the ability to be optimistic and view the past, present, and future from a positive perspective.

E – Engagement

It is important to find activities that require our full commitment. Engaging in activities is important for us to learn, grow and nurture personal happiness.

R – Relationships

Relationships and social connections are one of the most important aspects of life. Humans are social animals that thrive on connection, love, intimacy, and a strong emotional and physical interaction with other humans. Building positive relationships with your parents, siblings, peers, and friends are important to spread love and joy. Having strong relationships gives you support in difficult times.

M – Meaning

Having a purpose and meaning to why each of us is on this earth is important to living a life of happiness and fulfillment. Rather than the pursuit of pleasure and material wealth, there is an actual meaning to our life. Such meaning gives people a reason for their life and that there is a greater purpose in life.

A – Accomplishments

Having goals and ambition in life can help us to achieve things that can give us a sense of accomplishment. You should make realistic goals that can be met and just putting in the effort to achieve those goals can already give you a sense of satisfaction when you finally achieve those goals a sense of pride and fulfillment will be reached. Having accomplishments in life is important to push ourselves to thrive and flourish.

How to Apply the PERMA Model in Your Life

Being aware of the PERMA model is the first step to applying this theory to your life. Keep referring back to the 5 elements of the model to help you apply it to each aspect of your life. Find the things that make you happy and engaged. You could even set goals to achieve more and challenge yourself in the activities you enjoy.

Focus on your relationships with your family and friends by finding ways to connect and enjoy each other's company.

How to Apply the PERMA Model to Your Life

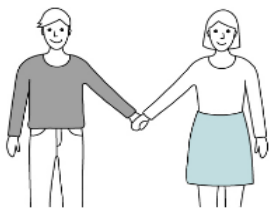
Remember to adopt a positive perspective as often as you can.



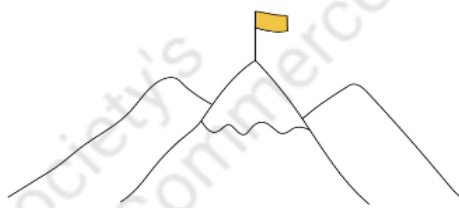
Find the things that make you happy and engaged.



Focus on your relationships with family and friends, and find ways to connect.



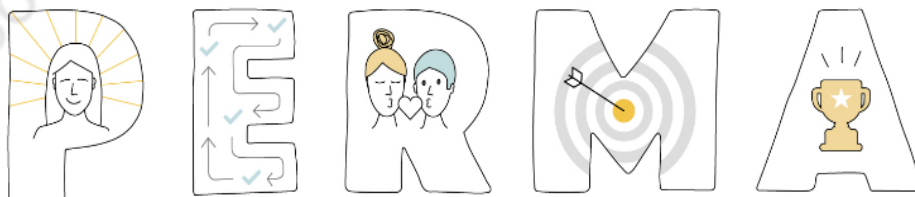
Search for meaning and lead a life of purpose.



Savor your accomplishments and strive for further achievement.

Topics to be covered –

- P - Positive Emotion.** Feeling good, positive emotions, optimism, pleasure and enjoyment.
- E - Engagement.** Fulfilling work, interesting hobbies, “flow.”
- R - Relationships.** Social connections, love, intimacy, emotional and physical interaction.
- M - Meaning.** Having a purpose, finding a meaning in life.
- A - Accomplishments.** Ambition, realistic goals, important achievements, pride in yourself.



Activities

1. Make Attitude Acrostics (Individual Activity)

Give students a piece of paper and ask them to write the word "ATTITUDE" vertically down the left side of their paper. Set a timer and ask students to write down traits that are seen in positive individuals with words that correspond to the letters on the left side.

For example, your student's paper might say that a positive person:

- Always sees the good in a situation.
- Tries to find solutions to problems.
- Takes time to appreciate the little things.
- Is happy with what he has.
- Takes responsibility for his actions.
- Understands the need to listen to other people's opinions and thoughts.
- Doesn't complain often.
- Enjoys life.

Next, ask your students to remember some of those traits and rework them so they fit in the acrostic.

(NOTE: Teachers can try with more than one word or may change the word as well.)

2. The Fruit Circle (Group Activity)

Time Required: 10-20 min depending on the class size

1. The group stands in a circle facing either left or right side.
2. Pick any three fruits for example: APPLE, MANGO, and BANANA.
3. Whenever you will say APPLE students have to jump forward.

-
4. Whenever you will say MANGO students have to jump backward.
 5. Whenever you say BANANA students rotate 180 degrees.
 6. Keep on Jingling (mixing) the fruits and increase the speed.
 7. Whichever students do not follow the directions properly and quickly will be out.
 8. The last student to survive will be the winner.

The words “accomplishment” and “achievement” are often retrospective, as people look back at their lives. This may be why they appear to be less interesting to positive psychologists than words like “goal pursuit” or “motivation” that affect ongoing and incomplete endeavors. Achievements and accomplishments are what we create for ourselves through attempting, engaging and trying something, anything apart from what we already know how to do. This also includes how we recognize what we have done by not down-playing the achievement in comparison to others and by celebrating what gives us the ability to build on achievements and to recall the types of feelings we experienced from achievements and accomplishments.

The ‘A’ in PERMA : Accomplishment

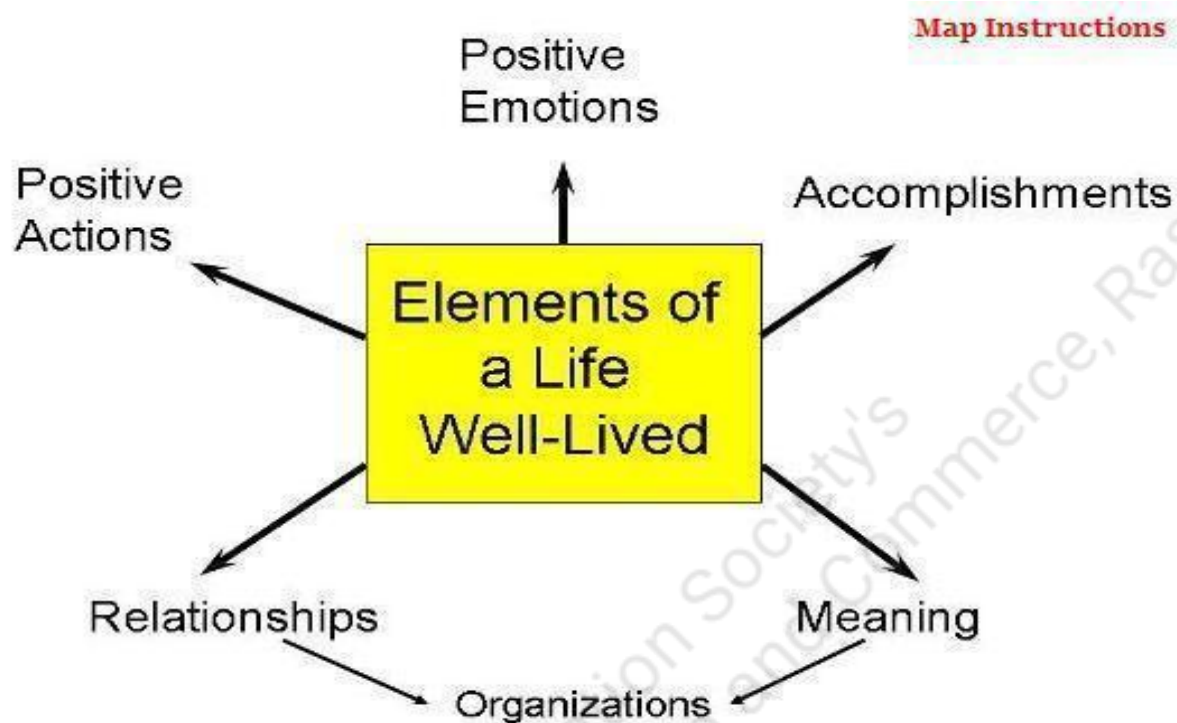
The Gift that Keeps on Giving: Accomplishment is quite literally the gift that you can give to yourself that keeps on giving. Often we find ourselves at the end of the day or the week and we know that time has passed, but we have little notion where most of it went, which is sad indeed, because this represents pieces of our precious life that went missing without record or recognition. If, however, you devote your time to a specific task or goal, the time is easier to recall, to remember and to re-play in your mind. You can enjoy and savor the rewards of achieving a goal over and over again.

Gratitude: One of the easiest ways to achieve your life goals is to look to the people who have already helped you. Thank each one personally and privately. Expand beyond the basic thank you by telling them why they are important to you and how their help in the past helped you to succeed at something. Keep these people in your corner by showing your gratitude and they will likely help you again.

Savoring Accomplishments Leads to Strengths Identification: It is observed that when you reflect on the most significant accomplishments in your life, it is easy to spot which of your top strengths helped you achieve those successes. This makes it possible for you to see a pattern in your life: you will discover that many of your greatest achievements were made possible by engaging your top strengths. Accomplishment helps you to spot the underlying patterns of your personal strengths and how they have contributed to your successes in life. This is dynamite insight about yourself and your abilities – yours to freely use for the next challenge and goal to be accomplished.

Appreciate Your Own Accomplishments so Others can Too: We, sometimes, make our accomplishments look easy. This may be because for us they are easy – by virtue of leveraging our signature strengths. Or maybe we are just being modest. Point is, others – such as our partners, peers, bosses and spouses won't readily recognize our accomplishments if we don't. If the way we work makes it look easy it does not always lead to appreciation. If you appreciate your own contribution and recognize how it is different from those made by others you will develop a habit of appreciating and savoring your own accomplishments leading to some great joy-in-the-present equity.

Projected Appreciation as a Tool for Goal Achievement: Projected accomplishment is an excellent energy source for achieving future goals. Yeager writes that people who scrapbook their future goals with illustrations, photos, articles, give themselves a little bit of 'Achievement-savoring-in-advance'. This may help to energize the person to go ahead and better achieve their goals. Similarly, people who scrapbook about past accomplishments give themselves permission to explore and examine their remembered pleasures in their journey.



**Three
ways to**

develop accomplishment –

1. **Set sub-goals.** Remember that larger goals can take longer to achieve. To sustain motivation, set yourself a series of smaller goals as markers and stepping stones towards your big goal. Always make goals SMART: Specific, Measurable, Achievable, Relevant, Time specific.
2. **Include values.** We know that goals are more likely to be accomplished if they're linked to values. When you savor your accomplishments, which ones really stand out as powerful motivators? This can be an indication of strong values which can be harnessed in future.
3. **Adopt a growth mindset approach.** Remember that failure is the route to mastery and maintain a positive approach that supports you to regard mistakes as part of the

learning process as opposed to something that defines you and saps motivation and perseverance.

Activities

1. List 2 or 3 activities of your life that you considered as your ACCOMPLISHMENTS or ACHIEVEMENTS in your life. The emphasis should be upon events that represent a sense of accomplishment to you and that you feel very good about. Do not be concerned about whether your accomplishments meet a standard of excellence compared to other people.

MY ACCOMPLISHMENTS	MY SKILLS/PERSONAL QUALITIES
1.	1.
2.	2.
3.	3.

Do you want to use any of the above skills and personal qualities in the career that you pursue? If yes, list below:

2. A Beautiful Day

Time required: 15-20 mins

Concept: Positive psychology seeks to understand the qualities of the good life, encompassing positive subjective experiences and the qualities that define them. This activity will challenge students to explore their own definitions of the good life as they apply the concepts studied throughout the unit

Description: Design a beautiful day (a 24-hour clock day) that is within the realm of possibility for you to live currently. Explain why you chose each element. Have students bring in their designs for discussion. This discussion is to help the instructor be sure that the students understand what the research says about positive subjective experiences and “the good life.”

Module-3 Hope and Belief for Future

Positive Psychology confirms that the happiest people are those that have discovered their unique strengths (such as persistence and critical thinking) and virtues (such as **hope and belief**) and use those strengths and virtues for a purpose that is greater than their own personal goals. Hope and belief are both part of our cognitive, emotional, and motivational stances toward the future, indicating a belief that future good events will outweigh bad events.

We should set future goals with the understanding that things might not turn out exactly like we imagined, and we should strive to have a realistic hope for the future without missing out on the present.

Hope and optimism constitute “beliefs in the future” that include:

- Goal-directed thoughts, such as setting up valued and attainable goals and planning primary and alternative goal-directed pathways and
- Goal-directed motivation, such as self-confidence and mastery that are derived from positive appraisal of one's capability and effort.

These thoughts and motivation influence each other reciprocally in the process of goal pursuit and would rejuvenate when the goals are successfully attained.

In the pursuit of exploring future and its hope and belief, three Topics are focused on:

1. Know Your Life Purpose
2. Law of Attraction
3. Visualization

Topic – 1 Know Your Life Purpose

Know your life purpose

- Explore the things that you love to do and what comes easy to you
- Find out what energizes you
- Identify what you are willing to sacrifice for
- Free yourself from patterns
- Reflect upon the times when you have felt most fulfilled
- Surround yourself with positive people and start conversations with new people
- Listen to what other people appreciate about you
- Cultivate altruism
- Follow your inner guidance
- Act as if you are already where you want to be
- Align your goals with your passion
- Create a life purpose statement

Activity or Assignment Due:

Activity 1: Passion Test

Start by filling in the blank 15 times for the following statement: “*When my life is ideal, I am ____.*” The word(s) you choose to fill in the blank must be a verb.

For example:-

My life is ideal when I'm being of service to massive numbers of people.

My life is ideal when I'm speaking to large groups.

My life is ideal when I'm part of a spiritual leaders network.

Once you've created 15 statements, you identify the top 5 choices. To do this, you compare statements #1 and #2 to identify which is most important. Take the winner of that comparison and decide whether it's more or less important than statement #3.

Activity 2: Letter to the Future

You're going to contemplate and describe the personal legacy you'd like to leave in this world. Think about how you want to be remembered by your grandchildren or great-grandchildren. **In the form of a first-person letter, write a summary of your life, values, and accomplishments** as you'd like them known to your descendants. Pretend like you're near the end of your life and want to share the “greatest hits” version of your personal story for posterity.

Activity 3: Who You Might Have Been

Imagine you grew up with all of the resources — financial, emotional, educational — you could have possibly wanted or needed. Your interests were encouraged and fostered. You had help and encouragement in all that you did. You weren't limited by time or money or location. **In a perfect world, what do you think you would be doing now? What would you *already* have done? What kind of person would you be?**

Think big. Be as extravagant and far-fetched as you'd like. What's the one big dream you would have pursued if everything had gone your way? If you really would have wanted to become President, then say you'd be President. If you would have become a movie star, say

you'd be a movie star. Don't hold back. Let your imagination fly free in whatever direction it desires.

Don't pull any punches. Answer truthfully. Describe what this ideal life might look like.

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Mahatma Education Society's

Topic – 2 Law of Attraction

Law of Attraction

- Be thankful for the great things that you already have in your life
- The more you focus on something, the more powerful it becomes.
- To make a change, you've got to see things as you hope them to be, not as they are
- Increase your magnetic power by devoting time to "powerful thinking." each day.
- Don't allow yourself to wallow in disappointment.
- Start immediately living as though that reality is already yours
- Inspirational quotes remind you that you can achieve whatever you want.
- Stop obsessing about something, and worrying that it will not happen. Let it go and relax.
- Make yourself able to free from the stresses and obstacles caused by disorganization, you've just paved a clear path to everything you want in life
- Surround yourself with people who think the same way
- Make room for what is to come in your life
- Multi-Perspective Visualization

Activity or Assignment Due:

Activity 1: Dream board

Create a dream board. Cut out or print out pictures and words that represent your goal, and stick them to a board. Hang the board somewhere you will see it daily.

This will help you visualize your dream.

Activity 2:Meditate

Sit down in a comfortable position, close your eyes and focus on your breath. Keep your mind from wandering. Start with 2-5 minutes of meditation a day.

- Positive list: Like “By the end of this year I will be in a happy relationship”.
- You can use EFT (Tapping) to clear resistance (old blocks or limiting beliefs that contradicts your desire)
- Create a to-do list
- Make a wish list

Topic – 3 Visualization

Visualization

- Power of Visualization
- How to use mind (a powerful tool) for Visualization
- Benefits of using concrete objects to represent visualization
- Visualizing an event or situation
- Visualizing outcomes , certain goals
- Visualizing images to set yourself up for future events (e.g You visualize yourself winning a Sports event)
- Visualize yourself being happy
- Vision Board that incorporates pictures cut from magazines, phrases and drawings often in a collage format and small objects such as a trinket
- Crucial Components to Visualization -
 1. Consistent Practise (10 min of mental visualization everyday)
 2. Stay Positive
 3. Visualize exactly what you want.

Activity or Assignment Due:

Activity 1 – Feel Relaxed

Close your eyes and visualize yourselves in a place whether real or imaginary that will bring you a feeling of confidence and calm. Add sound, smell and tactile sensations (eg:- Feel the touch of your feet on the ground) to make it more vivid.

Activity 2 – Make a situation less stressful

Imagine you have borrowed money from your Uncle/Aunt [Each time you ask him/her money it comes with 4-5 insults (part of the process)]. Now imagine there is a glass shield between you and your Uncle/Aunt. So just imagine that whatever insults he/she throws at you, it hits the glass shield and bounces back. Here we are not avoiding any situation but trying to make a situation less stressful.

Activity 3 – Colour Breathing

Have a color in your mind that can give you peace and relaxation. Close your eyes and Imagine that you are surrounded by that color and you are breathing in that color. Your inner body, your arms, legs etc are filling up with that color. As that color spreads inside your body , and as it notices some stress or tension somewhere inside the body it immediately sweeps that out and fills itself there, thereby filling your body with only peace and relaxation.

Manifestation of dreams

- Activate your vision
- Identify what you want
- Let go of resistance
- Dream big
- Expect your dreams to come true
- Imagine it in the now
- Prepare for your dreams to arrive
- Keep your energy high

-
- Maintain a laser focus
 - Be open for something better
 - Be grateful for what you already have
 - Believe more beautiful your reality can become

Activity or Assignment Due:

Activity 1: Dream board

Create a dream board. Cut out pictures and words that represent your goal, and stick them to a board or draw them. Hang the board somewhere you will see it daily. This will help you visualize your dream.

Activity 2: Describe your perfect day

Ask the student to detail out how they want their perfect day to go. Ask them to share the details of their perfect day.

Activity 3: Vision of Dreams

Close your eyes and visualize yourself. Draw a picture of your future vision or dreams. Ask the students to paint how they wish their future to be when dreams are fulfilled.

Activity 4: Worry and wish list

Create a worry and wish list. Make students list out what they want to do to make their dreams true and obstacles they might encounter.

For eg:, I wish _____ for my great future

Activity 5: Image of Imagination

Ask the students to close their eyes. Concentrate and make them relax. Direct them to imagine the future and ask them to paint a mental picture. Ask them to list it down.

Module-4 Health

Health, according to the World Health Organization, is "a state of complete physical, mental and social well-being and not merely the absence of disease and infirmity". A variety of definitions have been used for different purposes over time. Health can be promoted by encouraging healthful activities, such as regular physical exercise and adequate sleep, and by reducing or avoiding unhealthful activities or situations, such as smoking or excessive stress. Some factors affecting health are due to individual choices, such as whether to engage in a high-risk behavior, while others are due to structural causes, such as whether the society is arranged in a way that makes it easier or harder for people to get necessary healthcare services. Still, other factors are beyond both individual and group choices, such as genetic disorders.

Good health is central to handling stress and living a longer, more active life. In this article, we explain the meaning of good health, the types of health a person needs to consider, and how to preserve good health.

To explore the health in depth, there are three Topics on health:

1. Physical Health
2. Mental Health
3. Emotional Health

Topic-1 Physical Health

A person who has good physical health is likely to have bodily functions and processes working at their peak. This is not only due not only to an absence of disease. Regular exercise, balanced nutrition, and adequate rest all contribute to good health. People receive medical treatment to maintain the balance, when necessary.

Physical well-being involves pursuing a healthful lifestyle to decrease the risk of disease. Maintaining physical fitness, for example, can protect and develop the endurance of a person's breathing and heart function, muscular strength, flexibility, and body composition.

Topics to be Covered:

1. Regular exercise
2. balanced diet
3. proper sleep
4. cutting down smoking, alcohol, and drug use
5. Timings of meals
6. Rest and Recovery
7. Lifestyle Changes
8. Minimizing the use of Electronic Gadgets

Activity or Assignment Due:

Introduce the students to the basics of exercise physiology and nutrition. Give them a task of submitting their mobile phones with the class teacher for three consecutive days during lecture hours and note the difference in the form of reflection.

Conclusion:

Good physical health can work in tandem with mental health to improve a person's overall quality of life.

Topic-2 Mental Health

Mental health refers to cognitive, behavioral, and emotional well-being. It is all about how people think, feel, and behave. People sometimes use the term “mental health” to mean the absence of a mental disorder. Mental health can affect daily living, relationships, and physical health.

However, this link also works in the other direction. Factors in people’s lives, interpersonal connections, and physical factors can all contribute to mental health disruptions.

Looking after mental health can preserve a person’s ability to enjoy life. Doing this involves reaching a balance between life activities, responsibilities, and efforts to achieve psychological resilience.

Conditions such as stress, depression, and anxiety can all affect mental health and disrupt a person’s routine.

Topics to be covered:

1. Peer Pressure
2. Anxiety
3. Depression
4. Social and Community Activities
5. Relationship
6. Relaxation Techniques

Activities:

Using the questions below, think about your own behaviour. Be honest in your answers. Are there examples from your classroom activities that support your ideas?

- Are you a positive or a negative person in the way you deal with your situations? How could you be more positive?
- Are you a motivator in your inner circle? Do you try to encourage them or discourage them? How? How can you encourage them more?
- Are you a happy person? Do you make people around you happy? How?
- How do you deal with sadness, anger and when you are scared? How?
- What aspect of your behaviour do you want to change? How can you do this?
- What aspect of your social behaviour would you like to change? How could you help them achieve this?

Topic-3 Emotional Health

One component of mental health is emotional well-being. It involves your knowledge of and capacity for managing both happy and negative emotions. People who are emotionally stable have effective coping mechanisms for unpleasant feelings, and they also know when to ask a professional for assistance.

Physical health and emotional well-being are related. People who are under a lot of stress and are feeling depressed may occasionally encounter other health issues. Negative emotions do not directly create these issues, but instead they can affect behaviours because of poor emotional control. For instance, some people find relaxation in drinking alcohol or smoking cigarettes. However, those behaviours increase your risk of developing cancer, heart disease, and other diseases.

Keep in mind that a person can experience mental illness or bad days, and still have good emotional wellness. Mental illnesses often have deeper causes like a chemical imbalance or trauma. Emotional health has more to do with emotional regulation, awareness, and coping skills, and these strategies can be used by people with or without a mental illness.

Topics to be Covered:

1. Ability to channelize emotions
2. Shows **Resilience**
3. Can build strong, lasting relationships
4. Emotional Awareness: Experiencing negative emotions is not bad
5. Inner Circle and Peripheral System of Friends
6. Moods
7. Eating Healthy for an overall emotional well-being

-
8. Learn to Say 'No'
 9. Goal Setting and Time Management
 10. Maintain Energy to Increase Productivity

Activity or Assignment Due:

Pleasure vs Philanthropy

For a pleasure activity, plan something fun that makes you feel happy. The only restriction is that this must be an activity that you intentionally plan, not something that you were going to do anyway, or that simply transpires as the week goes on.

For philanthropic activity, plan something that will improve someone else's well being. It could be a secret / anonymous good deed. It could involve giving the gift of time (tutoring, helping a family member or neighbour, etc). It could involve using your unique talents and strengths to do something special for someone. In your reflection paper, briefly describe what you did and then reflect on the similarities and differences between these two experiences.

Spiritual health is anything that relates to the health and wellness of a person's spirit. While spirit can be defined in many ways throughout many religions and cultures, the concept stems from something within an individual that cannot be seen in the body and is not a part of the mind. Many believe the spirit and spiritual health are the keys to balancing the physical, mental, and social aspects of the self by connecting that spirit to a god(s), the energy of the universe, or another planet/realm/dimension, to name a few.

The spiritual health definition is a broad stroke, and encompasses larger belief systems that generally connect to a person's religious or spiritual understanding of themselves and/or the universe. However, this definition connects to the spiritual wellness definition in that the person's beliefs, and connections to spirit help them maintain physical and emotional well-being.

Topics to be Covered

1. Compassion
2. Altruism
3. Fulfillment
4. Values and Principles
5. Morals

Evaluation

1. Do I make time for myself in a day for meditation or prayer?
2. Do my values guide my decision?
3. Am I accepting others' views?

Module-5 Relationship

A relationship is any connection between two people, which can be either positive or negative. You can have a relationship with a wide range of people, including family and friends. The phrase "being in a relationship," while often linked with romantic relationships, can refer to a variety of associations one person has with another.

To "be in a relationship" doesn't always mean there is physical intimacy, emotional attachment, and/or commitment involved. People engage in many different types of relationships that have unique characteristics.

Relationships typically fall into one of several different categories (although these can sometimes overlap):

1. Family relationships
2. Friendships
3. Acquaintances
4. Romantic relationships
5. Sexual relationships
6. Work relationships
7. Situational relationships (sometimes called "situationships")

To explore the relationship in detail, there are three Topics on Relationship:

1. Trust and Support System
2. Mutual Respect
3. Communication, Forgiveness and Acceptance

Topic-1 Trust and Support System

Trust is a central part of all human relationships, including romantic partnerships, family life, business operations, politics, and medical practices. If you don't trust your doctor or psychotherapist, for example, it is much harder to benefit from their professional advice.

Topics to be covered:

1. Trust is a set of behaviors, such as acting in ways that depend on another.
2. Trust is a belief in a probability that a person will behave in certain ways.
3. Trust is an abstract mental attitude toward a proposition that someone is dependable.
4. Trust is a feeling of confidence and security that a partner cares.
5. Trust is a complex neural process that binds diverse representations into a semantic pointer that includes emotions.

A support system is composed of individuals you have a relationship with and are reliable. Your support plan should be developed during times of little to no stress. "Support can be emotional- being there to talk, or lending a shoulder to cry on, or physical- taking care of things like grocery shopping or walking your dog" (Toporek & Robinson, 1999).

Building your circle of support should be easy and informal. You can start nurturing supportive relationships by reaching out to a family member- text or calling, asking a friend out for a coffee/tea meet-up, having brief conversations with your neighbors, attending or participating in spiritual services/groups, and volunteering. Support systems play an important role in helping you cope with the disruptions in life when crises strike.

Topics to be covered:

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- Support system includes people in your community.
 - Any interaction that is friendly and positive and makes you happier.
 - Being connected with others is vitally important to your happiness, self-esteem and ability to cope in difficult times

Topic-2 Mutual Respect

Topics to be covered

- Talking openly and honestly with each other
- Listening to each other
- Valuing each other's feelings and needs
- Compromising
- Speaking kindly to and about each other
- Giving each other space
- Supporting each other's interests, hobbies, careers, etc.
- Building each other up
- Honouring each other's boundaries, no matter what

Activity or Assignment Due:

Have each student cut pictures from catalogues, magazines, and store circulars that depict different people participating in a variety of activities that show respect. Then have the students glue their pictures to poster board. Mount the posters under the heading "Ways We Show Respect"

Topic-3 Communication, Forgiveness and Acceptance

Topics to be covered:

1. Active Listening to understand
2. No Judgment
3. Active and Constructive Responding (ACR) refers to one of four ways in which we respond to good news; it is part of a theoretical framework proposed by psychologist Shelly Gable. Active and constructive responding is the most effective way to respond, giving both the deliverer of good news and the listener a positive outcome. (The other three ways include passive and constructive, active and destructive, and passive and destructive.)
4. Strong enough to embrace weakness
 - You'll unlock great opportunities
 - You'll uncover your fears
 - You'll reduce your ego
 - You'll develop self-compassion
 - You'll accept help from others
 - You'll build deeper and more meaningful connections with people
5. Speaking kindly to and about each other
6. Share small insignificant experiences
7. Ask questions, without assuming the answers
8. Learn to understand each other, not to defeat each other
9. Accept and celebrate differences

Activity or Assignment

Divide the students in the class into groups of 5 each. Each of them will facially express an emotion and the others in the group will have to guess it correctly. Reading facial expressions to understand the emotion of each other thereby strengthening the bond by silent communication is the central idea.

FORGIVENESS: FORGIVENESS IS NOT

- Forgiveness is not forgetting. 'forgive and forget'.
- Forgiveness is not "saying what happened is ok."
- Forgiveness is not reconciliation.

FORGIVENESS IS A PROCESS THAT INVOLVES A CHANGE IN ONE'S THOUGHTS AND FEELINGS TOWARD SOMEONE WHO HAS HURT YOU IN A DIRECTION THAT IS LESS NEGATIVE AND (IN SOME CASES) MORE POSITIVE.

- Forgiveness is a process.
- Forgiveness involves a change in one's thoughts and feelings.
- The direction of the change is a reduction of the negative and (in some cases) an increase of the positive

EMPATHIZING WITH THE PERSON WHO HURT YOU.

Try to work through the 5 P's regarding the person you are trying to forgive.

-
1. Pressures
 2. Past
 3. Personality
 4. Provocation
 5. Plans

Did this exercise help you to better understand the person who hurt you?

GIVE AN ALTRUISTIC GIFT OF FORGIVENESS

Forgiveness is a gift..

Forgiveness is a gift you can choose to give, or you can choose not to give. It's up to you.

Think about a time when you did something wrong and needed forgiveness. Write a description of the event. Think about what you wanted. Think about what you truly need, on a deep level.

If you were granted forgiveness for what happened, think about how it felt to receive forgiveness. Write a summary of what happened. Think about how great it felt to be forgiven.

SOME THINGS YOU CAN TRY IN ORDER TO HOLD ON TO FORGIVENESS WHEN YOU ARE IN THE MIDST OF REMEMBERING THE HURT.

-
- Get out of the situation.
 - Distract yourself.
 - Remember: the pain of the remembered hurt is not the same thing as unforgiveness
 - Seek reassurance
 - Use the documents you created.
 - Walk through the steps again.

MAKE COMMITMENT TO FORGIVE

Three practical things you could do to indicate your commitment to forgive.

1. **Write a certificate of forgiveness:** Take out a blank sheet of paper. Across the top, write the words “Certificate of Forgiveness.” Then in the body of the paper, write the date and a statement of forgiveness.
2. **Hand washing exercise:** Take a pen or marker and write a description of the hurt on your hand. Then go to the bathroom and wash the description of the hurt off your hand. Commit to forgiveness as you wash your hand Sometimes (depending on the type of pen or marker you used), not all of the writing gets removed in one washing. This can be understood as a picture of forgiveness as a process that occurs over time, rather than a one-time event.
3. **Write a letter expressing forgiveness:** Write a letter expressing forgiveness to the person who hurt you. You do not have to actually give this letter to the person. Rather, writing the letter is a chance for you to express your thoughts and feelings toward the person, and write out a commitment to forgiveness.

Module-6 Belief Systems

Different cultures have different views on what is considered correct behavior, or have particular ways of conducting social interactions, and also have their own religions. All of these are a part of a belief system. Commonly, the term is associated with religion because religion is founded on belief. However, it can be associated with any kind of belief an individual or a society holds. So, what is a belief system, exactly? A belief system's definition is something that can vary depending on the field of research in which it is being discussed. In general, however, a **belief system** is a set of values, tenets, thoughts, ideas, etc., that a person or a group of people believe. Belief systems are not solely tied to religion, as there are other types such as political beliefs and personal beliefs.

Belief System Examples

Religion is the easiest to pull from for belief system examples. Religious texts define these beliefs that a follower of the faith should hold, like the Bible, for example. The stories that are told in these texts help to give context to what these beliefs should be, helping an individual better understand morality, or what is considered right and wrong, good and evil.

If a person believes that societies should strive towards renewable energy and cleaning the plastic debris in the world's oceans, rivers, and lakes, this is part of their personal belief system regarding how society should interact with the world around it.

To understand this topic in detail, there are three Topics on Belief Systems.

1. Faith and Trust
2. Self Efficacy and Contemplation
3. Self reflection and Tolerance

Topic-1 Faith & Trust

Topics to be covered:

1. What is it?
2. Believing in Yourself
3. Religious Faith
4. Spirituality
5. Hope

What is it?

Faith has been called “the substance of hope.” It requires no evidence for belief nor practice. The very nature of faith surmises that tangible evidence doesn’t exist. Otherwise, there is a manifestation.

Trust is largely based on evidence that’s real according to the senses and to human reason. Trust is the core conviction of judgment based on knowledge, instinct, and experience.

Believing in Yourself

Believing in yourself includes things like self-worth, self-confidence, self-trust, autonomy, and environmental mastery.

- Self-worth is the sense that you have value as a human being.
- Self-confidence is a positive attitude about your abilities, qualities, and judgment.

-
- Self-trust is faith that you can rely on yourself.
 - Autonomy is feeling able to choose and direct your own behavior.
 - Environmental mastery is your belief that your efforts will result in the changes you desire.

These are some of the key components involved in believing in yourself. Maybe you struggle with just one of them or maybe you struggle with all of them. By understanding where your struggles lie, it'll be easier to start shifting your attitudes about yourself.

Religious Faith

Belief and trust in a deity or other spiritual force seen as setting standards of conduct, responding to prayer, and (typically) assuring the ultimate triumph of good over evil. Religious faith may be intensely private in some of its aspects but usually involves the believer's adherence to a particular religious body and an organized system of ceremonies and doctrines.

Spirituality

Spirituality is a broad concept with room for many perspectives. In general, it includes a sense of connection to something bigger than ourselves, and it typically involves a search for meaning in life. As such, it is a universal human experience—something that touches us all. People may describe a spiritual experience as sacred or transcendent or simply a deep sense of aliveness and interconnectedness.

Hope

Hope is an optimistic state of mind that is based on an expectation of positive outcomes with respect to events and circumstances in one's life or the world at large.

Topic-2 Self Efficacy and Contemplation

Self-efficacy is the belief we have in our abilities and competencies. Self-efficacy in all forms influences our thoughts, emotions, actions, and motivation. It operates mainly through the cognitive and affective channels and plays a crucial role in shaping our perception of life experiences.

How Self-Efficacy Develops

As we start growing and having diverse life experiences, our sense of self continues to strengthen itself. Positive feelings like autonomy, love, and support from family, education, and encouragement act as catalysts to self-efficacy. A person with high self-efficacy is more likely to feel confident, perceive failures as opportunities to try again, and a great team performer. Self-efficacy keeps growing throughout life as we acquire new skills, have new experiences, take risks, and keep putting efforts to succeed.

What is Low Self-Efficacy?

Self-efficacy is when we have a high degree of belief in our abilities to do certain things. A creative person who aspires to become successful must trust his art before he steps out to reach his goals. Self-efficacy is not being too rude or overly critical about ourselves, but rather an objective way of understanding and acknowledging what we are truly capable of. People with low self-efficacy have weak aspirations that often results in disappointments and lack of self-fulfillment

People with low self-efficacy commonly share the following features:

-
- They avoid accepting challenges as they fear failure.
 - They firmly believe that they are not capable of performing complicated tasks.
 - They focus on failures and adversities as personal shortcomings.
 - They are less confident about themselves.
 - They lack a sense of commitment to their work.
 - They have a hard time recovering from setbacks and under achievements.
 - They quickly lose interest in activities and works they were a part of.
 - They expect results without putting in the effort.
 - They are highly susceptible to depression and anxiety about facing failures.
 - They focus more on their weaknesses and less on their strengths.

4 Ways to Increase Self-Efficacy

1. Stay in the stretch zone

We can try entering the stretch zone by:

- Setting goals.
- Doing things that we like to do.
- Trying new things and facing challenges.
- Accepting failures and criticisms positively.
- Approaching the goals slowly and not over-stressing about results.

2. Set simple goals

3. Look at the bigger picture

Self-efficacy allows us to sort our priorities, make better plans, and focus on them more efficiently.

4. Reframe obstacles

Activities to Help Improve Self-Efficacy

Three Things Exercise

1. List three things that you did in the past week and that went well?
2. How did they make you feel?
3. What are the three things/achievements that you wish to accomplish in the next few weeks/months?
4. How would you feel after you have accomplished them all?

Topic-3 Self Reflection and Tolerance

Human self-reflection is the capacity of humans to exercise introspection and the willingness to learn more about their fundamental nature, purpose and essence. Human self-reflection invariably leads to inquiry into the human condition and the essence of humankind as a whole.

Self Reflection & Tolerance

Two Main Techniques of Reflecting:

1. Mirroring

Mirroring is a simple form of reflecting and involves repeating almost exactly what the speaker says.

2. Paraphrasing

Paraphrasing involves using other words to reflect what the speaker has said. Paraphrasing shows not only that you are listening, but that you are attempting to understand what the speaker is saying.

FIVE Powerful Reasons to Make Reflection a Daily Habit

- It helps you learn from your mistakes.
- It gives you great ideas.
- It helps you help others.

-
- It makes you happier.
 - It gives you perspective.

Ways to Practice Self-Reflection

1. Identify the Important Questions.
2. Meditate.
3. Journal.
4. Do A Writing Exercise.
5. Take a Walk In Nature.
6. Talk to Yourself Out Loud.
7. Perform Breathing Exercises.
8. Read.

TOLERANCE: A TIME OF REFLECTION

“Being tolerant allows us and others to adapt, to change and grow in positive ways.”

Here are some tips that will help in learning to become more tolerant and teaching tolerance to others:

1. To become tolerant, learn to be tolerant of yourself first.
2. Be mindful of what annoys you and what triggers your anger.

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3. Work on being tolerant of your own intolerances and healing the wounds that caused them.
 4. Learn to approach everything with a “I can live with it” rather than “I must agree 100% with it and win” attitude. Avoid black and white thinking that focuses only on good or bad outcomes and winning.
 5. Learn to identify the signs of unhealthy environments and relationships.
 6. Accept that every living thing has purpose, has value.
 7. Accept that every person will grow and develop at different paces with different levels of enthusiasm and maturity. Accept that everyone is good at something.
 8. Accept that your parents are still growing in character and are not perfect.
 9. Demonstrate kindness and acceptance to all, not just those who are popular, pretty, or who you are comfortable with or think like you do.
 10. Do not judge a book by its cover. Get all the facts and listen before you develop an opinion.

Sources and Contributors

INNER PEACE

Peace is a word, which has multiple meanings. Inner peace is closely related to happiness. If you want to find inner peace and happiness, you have come to the right place.

1. Peace and happiness concepts are related to positive psychology, which includes peace psychology as well.
2. Peace and happiness have been described as a positive human experience.
3. Peace is associated with terms such as serenity, harmony, happiness, and well-being.

How to Find Inner Peace and Happiness?

1. Spend some of your time in nature Meditation
2. Gratefulness
3. Take a good look at how you define yourself.
4. Engage in acts of gratitude.
5. Create micro-joys throughout your workday.
6. Spend some of your time in nature
7. Only focus on things you can control
8. Exercise regularly

3 Mantras to Cultivate Inner Peace and Happiness

In Sanskrit, the word “mantra” translates to mind tools or instruments.

Below we list 3 powerful mantras, which can be practiced every day that will enhance one’s inner peace and happiness.

Mantra 1: Om Sarvesham Svastir Bhavatu (i.e., universal peace prayer)

Meaning: May there be happiness in all, May there be peace in all, May there be completeness in all, May there be a success in all.

Mantra 2: Om Namah Shivaya (i.e., I bow to Shiva), which when practiced in the form of meditation results in calmness and self-confidence.

Mantra 3: Om or Aum (i.e., the sound of the universe and the sound of creation), which when chanted during meditation leads individuals to self- realization, freedom, and enlightenment.

Level II: Fundamentals in Positive Psychology

Module-1 Stress Management

Stress is a complex phenomenon. It has been defined in many ways, but simply put; it is the wear and tear of everyday life. Stress is a fact of life, wherever you are and whatever you are doing. You cannot avoid stress, but you can learn to manage it so it doesn't manage you. Changes in our lives—such as going to college, getting married, changing jobs, or illness—are frequent sources of stress. Keep in mind that changes that cause stress can also benefit you. Moving away from home to attend college, for example, creates personal-development opportunities—new challenges, friends, and living arrangements. That is why it's important to know yourself and carefully consider the causes of stress. Learning to do this takes time, and although you cannot avoid stress, the good news is that you can minimize the harmful effects of stress, such as depression or hypertension.

Objectives

- Managing Work-Life balance.
- Understand different theories/models of stress.
- Mapping the causes and effects of stress.
- Evaluating your stress levels and dealing with stress positively.
- Learn about the sources and symptoms of different types of stress

Stress is a reaction to a changing, demanding environment. Properly considered, stress is really more about our capacity to handle change than it is about whether that change makes us feel good or bad. Change happens all the time, and stress is in large part what we feel when we are reacting to it.

Causes of Stress

The most frequent reasons for “stressing out” fall into three main categories:

-
1. The unsettling effects of change.
 2. The feeling that an outside force is challenging or threatening you.
 3. The feeling that you have lost personal control.

Symptoms of Distress

Symptoms of stress fall into three general, but interrelated, categories—physical, mental, and emotional. Review this list carefully. If you find yourself frequently experiencing these symptoms, you are likely feeling distressed:

- Headaches.
- Fatigue.
- Gastrointestinal problems.
- Hypertension (high blood pressure).
- Heart problems, such as palpitations.
- Inability to focus/lack of concentration.
- Sleep disturbances, whether it's sleeping too much or an inability to sleep.
- Sweating palms/shaking hands.
- Anxiety.
- Sexual problems.

Managing Stress

As noted in the Introduction, you can learn to manage stress. The first step is understanding yourself better—how you react in different situations, what causes you

stress, and how you behave when you feel stressed. Once you've done that, take the following steps:

1. Set priorities
2. Practice facing stressful moments.
3. Examine your expectations.
4. Live a healthy lifestyle.

Learn to accept change as a part of life.

Topic-1 Four A's of stress Mgmt

Avoid

Believe it or not, you can simply avoid a lot of stress. Plan ahead, rearrange your surroundings and reap the benefits of a lighter load.

- **Take control of your surroundings.** Is the traffic insane? Leave early for work or take the longer, less traveled route. Hate waiting in line at the corporate cafeteria? Pack your lunch and eat at your desk or in a break room.
- **Avoid people who bother you.** If you have a co-worker who causes your jaw to tense, put physical distance between the two of you. Sit far away at meetings or walk around his or her cubicle, even if it requires some extra steps.
- **Learn to say no.** You have a lot of responsibilities and demands on your time. At a certain point, you cross the line between being charitable and being foolish. Turn down the neighborhood sports league. Pass on coaching T-ball. Those around you will appreciate more time with a relaxed you. And you'll have time to enjoy them, too.
- **Ditch part of your list.** Label your to-do list with A's, B's and C's, according to importance. On hectic days, scratch the C's from your list.

However, some problems can't be avoided. For those situations, try another technique.

Alter

One of the most helpful things you can do during times of stress is to take inventory, then attempt to change your situation for the better.

- **Respectfully ask others to change their behavior.** And be willing to do the same. Small problems often create larger ones if they aren't resolved. If you're tired of being the target of a friend's jokes at parties, ask him or her to leave you out of the comedy routine. In return, be willing to enjoy his or her other jokes and thank him or her for humoring you.

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- **Communicate your feelings openly.** Remember to use "I" statements, as in, "I feel frustrated by shorter deadlines and a heavier workload. Is there something we can do to balance things out?"
 - **Manage your time better.** Lump together similar tasks — group your phone calls, car errands and computer-related tasks. The reward of increased efficiency will be extra time.
 - **State limits in advance.** Instead of stewing over a colleague's nonstop chatter, politely start the conversation with, "I've got only five minutes to cover this."

Accept

Sometimes we may have no choice but to accept things the way they are. For those times try to:

- **Talk with someone.** You may not be able to change a frustrating situation, but that doesn't mean your feelings aren't legitimate. Phone or schedule a coffee break with an understanding friend. You may feel better after talking it out.
- **Forgive.** It takes energy to be angry. Forgiving may take practice, but by doing so you will free yourself from burning more negative energy. Why stew in your anger when you could shrug and move on?
- **Practice positive self-talk.** It's easy to lose objectivity when you're stressed. One negative thought can lead to another, and soon you've created a mental avalanche. Be positive. Instead of thinking, "I am horrible with money, and I will never be able to control my finances," try this: "I made a mistake with my money, but I'm resilient. I'll get through it."
- **Learn from your mistakes.** There is value in recognizing a "teachable moment." You can't change the fact that procrastination hurt your performance, but you can make sure you set aside more time in the future.

Adapt

Thinking you can't cope is one of the greatest stressors. That's why adapting — which often involves changing your standards or expectations — can be most helpful in dealing with stress.

- **Adjust your standards.** Do you need to vacuum and dust twice a week? Would macaroni and cheese be an unthinkable substitute for homemade lasagna? Redefine success and stop striving for perfection, and you may operate with a little less guilt and frustration.
- **Practice thought-stopping.** Stop gloomy thoughts immediately. Refuse to replay a stressful situation as negative, and it may cease to be negative.
- **Reframe the issue.** Try looking at your situation from a new viewpoint. Instead of feeling frustrated that you're home with a sick child, look at it as an opportunity to bond, relax and finish a load of laundry.
- **Adopt a mantra.** Create a saying such as, "I can handle this," and mentally repeat it in tough situations.
- **Create an assets column.** Imagine all of the things that bring you joy in life, such as vacation, children and pets. Then call on that list when you're stressed. It will put things into perspective and serve as a reminder of life's joys.
- **Look at the big picture.** Ask yourself, "Will this matter in a year or in five years?" The answer is often no. Realizing this makes a stressful situation seem less overwhelming.

ACTIVITY1 – STRESS TEST

Answer yes or no to the following questions:

1. Do you worry about the future?
2. Do you sometimes have trouble falling asleep?
3. Do you often reach for a cigarette, a drink, or a tranquilizer in order to reduce tension?

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4. Do you become irritated over basically insignificant matters?
 5. Do you have less energy than you seem to need or would like to have?
 6. Do you have too many things to do and not enough time to do them?
 7. Do you have headaches or stomach problems?
 8. Do you feel pressure to accomplish or get things done?
 9. Are you very concerned about being either well liked or successful?
 10. Do you perform well enough in life to satisfy yourself?
 11. Do you get satisfaction from the small joys or simple pleasures of life?
 12. Are you able to really relax and have fun?

Scoring: Give yourself one point for each question 1 – 9 with a *yes* response and one point for each question 10 – 12 with a *no* response.

If your score is four or more, then you may be under significant stress. You may want to find out more about managing stress.

ACTIVITY1 – Deep Breathing Exercise (Belly Breathing)

Purpose:

Students practice deep breathing techniques as part of stress reduction

Content:

Teacher introduces and demonstrates the concept of deep breathing as a stress reduction strategy that can be used in the present moment as well as an excellent skill to master to more effectively cope with future stressors. Teacher has all students stand with

comfortable space between each other or seated in a chair. Provide students with the following directions:

1. Stand straight up with feet shoulder-width apart
2. Arms and hands are relaxed downward
3. Body is relaxed
4. Eyes closed
5. Focus on lower abdomen (belly) and imagine a small balloon in that space
6. Breathe in slowly and deeply through nostrils, imagining the balloon inflating (getting bigger/larger/growing) slowly, hold a few seconds
7. Slowly exhale through the mouth, imagining the balloon gently deflating (getting smaller, shrinking); blow out of the mouth as if blowing out a candle
8. Tip: Place a hand over the lower abdomen to feel it go up and down, and make sure you're not breathing with the chest
9. Repeat at least 10 times

Ask students how different their bodies feel after the exercise. (Are they more relaxed/calm? Do they feel lighter? Great? Tired?)

Topic-2 Adversity Quotient

The meaning of the word adverse is hostile or critical situation. We all face some or the other adversities in life, it's only during adversities one really comes to know who are friends and well-wishers. Like IQ, EQ, SQ there is an AQ (adversity quotient) which is a score that measures the ability of a person to deal with adversities in his or her life. One needs to increase resilience to overcome adversities in life. AQ is the key determinant of success and winning in a person's life. This does not mean that EQ and IQ are irrelevant; resilience in the face of stressful situations and in a world of rapid changes determine success in life. In the workplace, in business, in personal life when one faces difficulties yet fights out the problem courageously and moves ahead is a person with good AQ. Such a person is a real Hero. There is a magic that comes when one is strong enough to identify a goal and move steadily towards it while also being flexible enough to pick oneself off the ground when obscurities come in way.

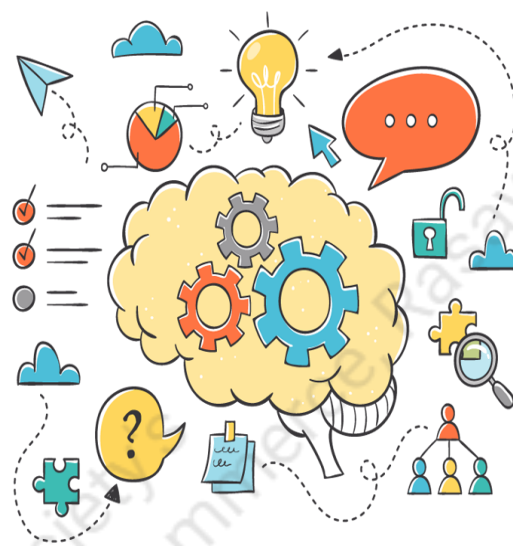
Psychologists agree that a person's career success depends on their intelligence quotient, emotional quotient and adversity quotient. When IQ is held constant, AQ plays an especially pivotal role.

3 Forms of AQ

- It is a new conceptual framework for understanding & enhancing all facets of success.
- It is a measure of how we respond to adversity.
- It is a scientifically grounded set of tools for improving how we respond to adversity.
- It is the combination of the following 3 elements -
 - a. New Knowledge.
 - b. The measure.
 - c. Practical tool.

AQ Predicts

1. Performance and Motivation.
2. Empowerment and Creativity.
3. Productivity and Learning.
4. Energy and Hope.
5. Happiness, Vitality and Joy.
6. Emotional and Physical Health.
7. Persistence and Resilience.
8. Improvement over time.
9. Attitude.
10. Respond to Change.



The Dimensions of AQ

There are four dimensions that make up AQ: Control, Ownership, Reach, and Endurance (CORE). Control determines how much control one has over adversity. Those with higher AQ perceive they have significantly more control and influence in adverse situations than do those with lower AQ. Even in situations that appear overwhelming or out of their hands, those with higher AQ find some facet of the situation they can influence. Those with lower AQ respond as if they have little or no control and often give up. There are two kinds of control: one is to what extent you perceive you can influence the situation no matter how impossible it is; the second is response control, or controlling your response to adversity.

Ownership determines to what extent you take it upon yourself to better the situation. Ownership rolls into accountability. Accountability is the backbone of action. Those with higher AQ hold themselves accountable for dealing with situations regardless of their

cause. Those with lower AQ deflect accountability and most often feel victimized and helpless.

Reach is how far adversity reaches into other parts of your life. Keeping the fallout under control and limiting the reach of adversity is essential for efficient and effective problem solving. Those with higher AQ® keep setbacks and challenges in their place, not letting them infest the healthy areas of their work and lives. Those with lower AQ tend to catastrophize, allowing a setback in one area to bleed into other, unrelated areas and become destructive.

Endurance means how long the adversity will last. Seeing beyond even enormous difficulties is an essential skill for maintaining hope. Those with higher AQ® have the uncanny ability to see past the most interminable difficulties and maintain hope and optimism. For low AQ people, the adversity last forever or at least for indefinite periods. High AQ people limit the time adversity lasts to short periods. The difference is that low AQ people tend to see the adversity as a permanent state, while high AQ people perceive the adversity as a temporary condition.

ACTIVITY 1 – Visual Imagery

Students learn the process of visual imagery as a technique to help themselves calm down

Teacher leads students through the process of visual imagery as a relaxation technique

Instructions:

1. Students sit comfortably for this activity
2. Use a calm, low, slow voice and give sufficient time between each visual suggestion for students to “ease” into the vision and “see” each step
3. Create your own visual scenario appropriate to students’ age, experience and interest.

Example:

Close your eyes. “See” in your mind’s eye a beautiful beach. The sun is shining warmly, the breeze coming from the ocean is soft and warm, palm trees are overhead and a few seagulls

circle about. Imagine walking barefoot in the warm sand, feel your feet sink in the sand with each step. Walk toward the water's edge and let the water roll over your feet. Jump in the water; it is warm, gentle and very refreshing. Come out of the water and walk to your big beach towel, lay down and relax. Rest for a while in all the peace and beauty surrounding you. Imagine how it looks, how it sounds, how it smells. Breathe in deeply the warm ocean air, stay as long as you like. When you are ready to leave, go to the edge of the water and throw in anything that has been bothering you, anything you wish to be rid of in your life, anything you are feeling sad or angry about, anything you worry about (e.g. problems at home, violence in your neighborhood, bullies, death of a loved one, issues with friends). Picture it as a big rock, a chain, a heavy bag over your shoulders, or any image that helps you see it as undesirable.

4. Practice this imagery in class for 10-20 minutes.

ACTIVITY 2 – A Balanced Life Style

1. Calculate the number of hours you spend on college/studying (lectures, labs, independent work).
2. Calculate the number of hours you spend socialising (including coffee breaks).
3. Calculate the number of hours you spend exercising.

Now go back and calculate the same items, this time using the number of

hours you would ideally like to spend on each item. If you think there is an imbalance between what is ideal for a balanced life style and what you actually do, consider the following questions.

- What needs to change in your lifestyle?
- What might be the difficulties in changing?

What help might you need to make changes?

Topic-3 Meditation Techniques

Meditation is merely the act of creating stillness and relaxation of the body and careful, focused attention within one's mind, moment by moment. In today's hustle and bustle lifestyle it is not uncommon to be on autopilot for most of the day. The act of slowing down and taking time to stop and do nothing, does wonders for both the mind and the body, along with its' automatic ability to decrease high stress levels and re-energize itself by doing so. Meditation has become one of the most popular ways to relieve stress among people of all walks of life. This age-old practice, which can take many forms and may or may not be combined with many spiritual practices, can be used in several important ways.

- It can be a quick-fix stress reliever to help you reverse your body's stress response and physically relax.
- It can be a part of your daily routine and help you build resilience to stress.
- It can be a technique you use to get centered when you're thrown off by emotional stress.

Benefits of Meditation

The benefits of meditation are great because, among other things, it can reverse your stress response, thereby shielding you from the effects of chronic stress.

When practicing meditation:

- Your heart rate and breathing slow down.
- Your blood pressure normalizes.
- You use oxygen more efficiently.
- Your immune function improves.
- You sweat less.

-
- Your mind ages at a slower rate.
 - Your mind clears and your creativity increases.

Basics of Meditation

Though it can be practiced in different ways, a few common threads run through virtually all meditation techniques:

- **Quiet mind:** With meditation, your thinking mind becomes quiet. You stop focusing on the stressors of your day or your life's problems, as well as solving these problems. Without practice, many find it difficult to turn off the voice inside their head.
- **Being in the now:** Rather than focusing on the past or future, all meditative practices involve focusing on the present. Being in the now involves experiencing each moment, letting it go, and then experiencing the next. Focusing on the here and now takes practice, as many of us live most of our lives thinking toward the future or ruminating on the past.
- **Altered state of consciousness:** With time, maintaining a quiet mind and focusing on the present can lead to an altered level of consciousness that isn't a sleeping state but isn't quite your average wakeful state either. Meditation increases brain activity in an area of the brain associated with happiness and positive thoughts and emotions, and some evidence shows that regular practice brings prolonged positive changes in these areas.

ACTIVITY1 – Basic Mindfulness Meditation

Mindfulness is the practice of becoming more fully aware of the present moment—non-judgmentally and completely — rather than dwelling in the past or projecting into the future. It generally involves a heightened awareness of sensory stimuli (really noticing your breathing, feeling the sensations of your body, etc.) and being "in the now."

ACTIVITY 2 – Chocolate Meditation

The chocolate meditation is one of the most delicious meditations and can be completed in a few minutes. This concentrative meditation allows you to engage many of your senses at once and lose yourself in all of them.

ACTIVITY 3 – Music Meditation

Music can affect not only the emotions but our physiology as well. Using music as a focal point can help you to relax into meditation, can provide a present focus, and can create an enjoyable meditation experience.

Ask students to stay focused on the music. If they find themselves thinking about other things (or even thinking thoughts about the music), gently redirect their attention to the present moment, the sound of the music, and the feelings in the body that the music evokes. Try to really feel the music.

Module-2 Talent Management

Talent Management, as the name itself suggests, is managing the ability, competency and power of employees within an organization. The concept is not restricted to recruiting the right candidate at the right time but it extends to exploring the hidden and unusual qualities of your employees and developing and nurturing them to get the desired results. Hiring the best talent from the industry may be a big concern for the organizations today but retaining them and most importantly, transitioning them according to the culture of the organization and getting the best out of them is a much bigger concern.

To understand this topic we have three Topics on talent management:

1. Self Enquiry
2. Knowledge Management
3. Leadership skills

Topic-1 Self Inquiry

"What lies behind us and what lies before us are tiny matters compared to what lies within us." –
Ralph Waldo Emerson

Probably, the very first thing to be done by an individual to achieve success, happiness, peace etc is to inquire about self. Self-inquiry is just that: *IN-query*. It is a turning of attention and curiosity inwards towards yourself and towards the truth of your nature. The very basic meaning of it, is to ask, analyze and understand the fact '**Who am I**'. Most of us have been strongly conditioned by early childhood experiences. So much so that we act out of unconscious patterns without stopping to question if they really bring an enduring sense of happiness or not?. Asking the right self-inquiry/discovery questions can be a powerful way gets to know who you really are, challenge false beliefs about yourself, and get clear about what you truly want for your life. Therefore, practicing self-inquiry is a kind of self SWOC analysis, where SWOC stands for S-Strength, W-Weakness, and O-Opportunities & C-Challenges. To some extent, it can be co-related to self-efficacy.

It is a practice of redirecting attention away from outward objects, events, and experiences and towards the experiences within your body and being, including subtle experiences within awareness itself. Eventually this inward focus can lead to an experience of your ultimate true nature and even beyond experience itself to a dimension that is empty of any experience or sense of self. Even that is just another level that can open up into deeper and deeper realities that are beyond description.

The practice can be quite simple. You begin by asking, "Who am I?" or "What am I?" or "What is here right now?" You can also use any other question that directs your attention to your sense of "me" or to your direct experience of your existence and/or experience in this moment. If your attention is flowing to an outer sensation or experience, then you can ask, "To whom is this sensation or experience happening?" The obvious answer is that it is happening to "me." And so then you ask again, "Who or what is this me?" Repeating these

questions as each new experience or sense of me arises takes the experience more and more deeply into the inner aspects of your being.

There are numerous benefits of self-inquiry. A few but important benefits are

1. It will take you to a higher order of understanding about yourself. Upon practicing self-inquiry, you will be clearer about what you want, who you want to be, your plans to spend the rest of your life etc. It will help you to elevate from that confusion level where you might get stuck for days or, even for years. (Please discuss their career choices, relation management etc.)
2. It will help you to distract from the false dreaming that is way beyond reality. Hence it will lead you to the path of success because Success predominantly means the matching of your dreams with reality. (Please provide a raw example of dreaming to pass without/with a few hours of reading etc..)
3. It will give you enough understanding, Scope and time to manage your social relationships, fix the career choices, setting your financial accountability towards your family etc.
4. Finally, it will lead you to that point where you start accepting who you really are, which is a very hard thing.

“The most terrifying thing is to accept oneself completely.” – Carl Jung

Key words to be used more often

1. Self-Inquiry
2. Self-efficacy
3. SWOC analysis of oneself
4. Practicing self inquiry

Activities: (Any two)

Activity-I

The concerned teacher is requested to ask any of these five questions mentioned below to the students and allow them to explain/write about it,

1. What matters to me most?
2. What are my most important values and how am I living in ways that are not aligned with my values?
3. What are my most important needs and desires? Does my present life fulfill them?
4. What are the operating principles of my life?
5. What is my life's purpose?
6. How do I feel about my personality type?
7. What are my personal gifts?
8. Which three words describe me best?

Activity-2

A drama on false or, daydreaming without any efforts and the role of self-inquiry

Activity-3

- The teacher may request the class to meditate at least for 10 minutes
- Teacher may use the below instruction during the meditation

To begin the practice of self-inquiry, sit for meditation as usual. If you don't already have regular practice, just sit quietly and allow the mind to settle naturally. Don't

attempt to focus your mind or manipulate your experience, just rest as awareness itself. (Your mind won't know what I'm talking about, but your being will.) After 2 or 3 minutes, when the mind is relatively open and present, introduce the question "Who am I?" The point of this question is not to engage the mind, because the mind inevitably gnaws on questions endlessly like a dog on a bone, with little nutritional benefit. Instead, drop the question into the stillness of your being like a pebble into a still forest pool. Let it send ripples through your meditation, but don't attempt to figure it out!. Meditate at least for 10 minutes.

Topic-2 Knowledge Management

Knowledge refers to the facts, information, and skills acquired through experience or education; the theoretical or practical understanding of a subject. It is defined as what is learned, understood or aware of. Knowledge can be gained through experience or learning, perceiving, or discovering something. An example of knowledge is learning the alphabet. An example of knowledge is having the ability to find a location. An example of knowledge is remembering details about an event.

TYPES OF KNOWLEDGE

1) Posteriori knowledge : The term “posteriori” is a Latin term which means “from which comes after”. Therefore, posteriori knowledge refers to “what comes after experience”.

2) Priori knowledge : The term “priori” is a Latin term which means “from before”. For example, if you know that there are 10 boys and 15 girls in a classroom, this priori knowledge will help you to select a team of 2 boys and 2 girls from the class. A priori knowledge is commonly used in areas like logical thinking, mathematics, physics, and thought experiments.

3) Dispersed knowledge : Dispersed knowledge has no reliable source of truth. It is a condition where information about a matter is divided amongst many sources. This type of knowledge commonly exists in the financial market because of its fast-moving nature. Different people concerned with a company have different knowledge about the company.

4) Domain knowledge : This type of knowledge is related to a specific field. The term “domain” is used for a particular area and domain knowledge is ability, information, or

understanding about a specific field, subject, profession, topic, or activity. This term is mostly used to describe an expert's expertise in a particular area.

5) Empirical knowledge : This type of knowledge is attained from qualitative or quantitative observations, experiments, or measurements. The meaning of "Empeiria" is experience in the Greek language. Empirical information can be used to verify the truth or to prove the falsity of an argument.

6) Encoded knowledge : Encoded knowledge also called collective explicit knowledge. This type of knowledge is conveyed by symbols and signs, like books, documents, manuals, notes, and codes of practice.

7) Explicit knowledge :Explicit knowledge also referred to as expressive knowledge. The information obtained from documents, encyclopedia, how-to-videos, or procedures is the best example of explicit knowledge.

8) Known unknowns : Known unknowns type of knowledge is that type of knowledge that you know but you don't know yet. This type of knowledge is very beneficial for someone because having the awareness that you don't know something gives an opportunity to research and enhance. For example, an investment made on the purchase of stocks of a company with the knowledge that it may lead to disappointment in the future.

9) Metaknowledge : This type of knowledge is knowledge about knowledge. Meta-knowledge is used to define things like tags, taxonomies, models, which are helpful to describe knowledge. Quite a lot of academic areas like the study of books, epistemology, bibliography, or the philosophy of knowledge, are considered as meta knowledge.

10) Procedural knowledge : Procedural knowledge is being aware of how to do something. Procedural knowledge involves more senses, such as practical experience, practice at solving problems etc.

11) Propositional knowledge : Propositional knowledge is also known as descriptive, declarative, or constative knowledge. This type of knowledge can be represented in a natural or formal language such as mathematics or propositional logic. For instance, a rose is a flower, the Moon is a sub-planet of earth, $a+b > b+c$.

12) Situated knowledge : Situated knowledge comes from a viewpoint. It reflects a context. For instance, American researchers can form a theory about Indians but it can be different from how Indians view themselves.

13) Tacit knowledge : Emotional intelligence is the best example of tacit knowledge because it comes naturally to some people to use emotions to achieve results. Other than that intuition, strategy, problem-solving, and decision making are kind of tacit knowledge. Some people are naturally good at them

14 WAYS TO MANAGE KNOWLEDGE

1. PRACTICE

Consider the knowledge you already have — the things you *really know you can do*. They are the things you have done *over and over*; practiced them *so often* that they became second nature.

2. ASK

Ask! When you ask, you have to be humble. You have to *admit* you don't know! But what's so terrible about that? Everybody knows that no man knows everything, and

to ask is merely to let the other know that you are honest about things pertaining to knowledge

3. .DESIRE

You never learn much until you really *want* to learn. Desire is the foundation of all learning and you can only climb up the ladder of knowledge by desiring to learn.

4. .GET IT FROM YOURSELF

You may be surprised to hear that *you already know a great deal!* It's all inside you — it's *all there* — you couldn't live as long as you have and not be full of knowledge.. It's now up to you to go to work on your own gold mine, to refine the crude ore.

5. WALK AROUND IT

Any time you see something new or very special, if the thing is resting on the ground, as your examination and inspection proceeds, you find that you eventually *walk around it*. You desire to know the thing better *by looking at it from all angles*.

6. EXPERIMENT

The world honors the man who is eager to plant new seeds of study today so he may harvest a fresh crop of knowledge tomorrow. To learn, *experiment!* Try something new. See what happens.

7. TEACH

If you would have knowledge, knowledge sure and sound, teach. Teach your children, teach your associates, teach your friends. In the very act of teaching, you will learn far more than your best pupil.

8. READ

From time immemorial it has been commonly understood that the best way to acquire knowledge was to read. You can surely learn from reading if you read in the proper manner. The secret of good reading is this: *read critically!* Believe nothing till it's understood, till it's clearly proven.

9. WRITE

To know it — write it! If you're writing to explain, *you're explaining it to yourself!* If you're writing to inspire, *you're inspiring yourself!* If you're writing to record, you're recording it on your own memory.

10. LISTEN

You have a pair of ears — use them! When the other man talks, give him a chance. Pay attention. If you listen you may hear something useful to you. If you listen you may receive a warning that is worth following. If you listen, you may earn the respect of those whose respect you prize.

11. OBSERVE

Keep your eyes open. There are things happening, all around you, all the time. The scene of events is interesting, illuminating, full of news and meaning. It's a great show — an impressive parade of things worth knowing. Admission is free — keep your eyes open.

12. PUT IN ORDER

Order is Heaven's first law. And the only good knowledge is *orderly knowledge!* You must put your information and your thoughts in order before you can effectively handle your own knowledge.

13. DEFINE

A definition is a statement about a thing which includes everything the thing is and excludes everything it is not.

14. REASON

Animals have knowledge. *But only men can reason.* The better you can reason the farther you separate yourself from animals. The process by which you reason is known as logic. Logic teaches you how to derive a previously unknown truth from the facts already at hand. Logic teaches you how *to be sure* whether what you think is true is really true.

The KM Matrix by Gamble and Blackwell (2001)

Type \ Approach	Embodied	Represented	Embedded
Sense	Observe	Gather	Hypothesize
Organize	Contextualize	Categorize	Map
Socialize	Share	Disseminate	Simulate
Internalize	Apply, Decide, Act		

This KM model presents a general theoretical framework, as well as specific guidelines for implementation..

The KM process is split into four stages. First an individual must locate the sources of knowledge. Then they must organize this knowledge so as to assess and determine its relevance and reusability. This is followed by socialization, where various techniques are used to help share and disseminate it to whomever needs it. Finally, the knowledge is internalized through use.

ACTIVITY-1

Ask the students to think of a time when someone shared important knowledge with them that allowed them to do their jobs better. If they can't think of someone who shared with them, ask them to think of a time when they shared knowledge with someone to help the other person. Give them some examples -- like their favorite uncle who taught them how to ride a bike. The students may make small groups of 4 or 5 to tell their stories. Then ask one representative from each group to talk about what they learned through the stories they just heard. Put time limits on the stories (2-3 minutes max). The faculty member may

be prepared to tell their own story at the beginning to help them see how much can be said in 2-3 minutes. Be sure that you practice your story ahead of time so that it fits the objective and the time limit.

Topic-3 Leadership skills

The sign of a truly successful leader is a happy, healthy workplace. The journey to becoming a leader is lengthy. Leadership activities are valuable on the journey to becoming an effective leader, and also develop confidence in leadership teams

Leadership skills are skills we use when organizing other people to reach a shared goal. Whether we're in a management position or leading a project, leadership skills require us to motivate others to complete a series of tasks, often according to a schedule. Leadership is not just one skill but rather a combination of several different skills working together. We need to make our students understand the importance of these skills. Some examples of skills that make a strong leader include:

- Team building/ relationship building
- Patience
- Empathy
- Active listening
- Reliability
- Dependability
- Creativity
- Positivity
- Effective feedback
- Timely communication
- Flexibility
- Risk-taking

-
- Ability to teach and mentor

Team building (or Relationship building)

Leadership requires the ability to build and maintain a strong and collaborative team of individuals working towards the same goal. Team building requires other leadership strengths, like effective communication skills and conflict resolution

Team Building Activities

1. "Same or Different"

Materials needed: None

Instructions:

- Ask the students to stand in a circle.
- Select one student to go first at the center of the circle.
- The student should be asked to point at someone in the circle who looks similar to him in appearance, hair style or even dress color.
- When the student chooses one, ask him to point out what differences and similarities they have with one another.

Desired outcome: The game will help the teacher to explain that everyone has differences and everyone also has things that are the same.

2. "Cartoon Character"

Materials needed: None

Instructions: Everyone introduces themselves to one other person as the cartoon character they would be if they were not who they are.

Desired outcome: Creates a relaxed atmosphere

3. "Two Truths and a Lie"

Materials needed: None

Participants: Small groups

Instructions:

- Students should be divided into groups
- Each person in the group gets a turn.
- When it is a student's turn, the student will tell the group two things about himself that are true and one thing that is untrue (this is lie about himself).
- Everyone in the group has an opportunity to try to guess which statement was the lie.
- Once everyone has guessed, the person will reveal what was true and what was false.
- This can go around as many times as you would like or just so everyone gets the chance to go once.

[Some things that students can say are :

- I can play guitar.
- I can play piano.
- I've written three short stories.
- I speak 23 languages.
- I speak three languages.

-
- I can ride a motorcycle.
 - I can't swim.
 - I can hold my breath for two minutes.
 - I am a twin.]]

Desired outcome: members of a team to get to know each other

Module-3 Personality Management

Your personality is essentially the result of the way your temperament interacts with a given situation. As a manager, your personal approach to people and tasks in a leadership role impacts how you lead, motivate, and treat workers. While identifying a specific personality type that works best in management jobs is difficult, it is possible to identify the different types of characteristics of a person that are well-suited to a management role in different industrial sectors.

To explore the relationship in detail, there are three Topics on Personality Management:

1. Personal Grooming
2. Social Grooming
3. Purpose, Passion and Vision

Topic-1 Personal Grooming

“The only person you are destined to become is the person you decide to be.”

—Ralph Waldo Emerson

Personal Grooming is probably the most important thing in every field. It may be in the field of business, designing, an executive at a corporate office, teachers or even in restaurants! Personal grooming not only means looking neat and good but includes everything that makes you more sophisticated.

Looks, conversation skills, the attitude, the posture, dress style, even the hair-style is very important in grooming. Grooming your personality is just as important as grooming your outward appearance. When you regularly work on developing good personality traits and minimizing bad ones, you'll make more friends, do better at work, and feel happier overall. Your personality isn't set in stone, even as an adult, so it's completely possible to make some changes for the better. To groom your personality, first set some goals for yourself. After that, work on strengthening your positive traits and sharpening your interpersonal skills.

Topics to be Covered:-

1. Setting Personality Goals

1. **Become self-aware:** Self-awareness of your personality can help you navigate your world better by gravitating towards situations that provide you with positive experiences and rewards, and avoid those situations that can be destructive and cause you too much stress.

-
2. **Make a list of personality traits you want to develop or strengthen :** These can be traits you already possess to some degree. They can also be traits you don't currently have, but wish you did. For instance, you might be a naturally shy person who wants to become more outgoing.
 3. **Jot down some habits you want to minimize:** If you have any qualities that you don't like, write them down. Traits that bother you or make your life more difficult are good candidates for this list. For instance, if you have a tendency to interrupt people, you might decide you want to break that habit.
 4. **Create a plan:** Look over your lists and think about how you can make them a reality. Make a new list of specific actions you can take to improve your personality. Make sure your actions are focused around everyday situations you deal with frequently.
 5. **Put new actions into practice :** After you have devised a list of feasible actions, start implementing them into your everyday life. New habits are developed by replacing the negative ones with more positive, adaptive choices. Add in more positive habits, and you'll gradually extinguish the old. For instance, if you're trying to become more punctual, you could commit to leaving for work every morning five minutes earlier than you currently do.

2. Developing Positive Traits

1. **Be attentive to your needs :** Becoming aware and attentive to your needs and how they affect your behaviors will help you with understanding how this affects your interpersonal relationships. Your needs drive your motivation. If your needs are not being met, you may experience a decrease in motivation, become more frustrated, and have more conflict and stress in your life.
2. **Adopt a positive mindset:** Positivity is an essential trait for a well-groomed personality. To become more positive, get into the habit of looking for the good in people and situations, instead of finding reasons to criticize them. When things go wrong, focus on the things you can change, instead of the things you can't. A positive mindset will attract people to you, while a negative one will repel them.
3. **Develop your interests and hobbies:** Maintain a balanced personality by exploring a variety of interests and activities. If you already have hobbies, set aside some time

daily or weekly to work on them. If you think your personality could use some rounding out, teach yourself a hobby or two you've always wanted to learn, or look for a class or a club you can join. For instance, if you've been spending most of your time and energy on work, try taking a cooking class or a dance class to improve your work-life balance. Classes, clubs, and groups are a great way to meet new people while you expand your horizons.

4. **Present yourself in a way that reflects your ideal personality:** The way you dress, style your hair, and carry yourself sends a message to other people about who you are. Make sure that your posture is good, your clothes are well-kept and appropriate, and you're proud of your general appearance. If you're not happy with the way you present yourself, invest in something that will make you feel more confident, such as some flattering clothes or a good haircut. This doesn't have to be expensive.

3. Strengthening Interpersonal Skills

1. **Smile:** When you smile, you immediately appear friendlier, more likable, and more trustworthy to other people. Smiling can also improve your mood and help you stay in a positive frame of mind, both of which will improve your interactions with others. Don't try to smile all the time – that will look unnatural. Focus on smiling when you greet people and during conversations.

Connect with professional support for guidance: Sometimes you may need a little extra coaching to help with developing improved interpersonal communication skills. For instance people with mental health concerns such as social anxiety, borderline personality disorder, and others may require the assistance of a professional therapist or coach to help them effectively interact and develop stronger relationships. How you communicate with other people has a significant impact on the quality of your relationships.

2. **Use good listening skills :** Be interested in other people, and focus on what they have to say. Take their body language and tone of voice into account as you talk. Ask questions to guide the conversation and find out more about them. When you're genuinely interested in people, you'll have more fulfilling conversations, and others will instinctively like you more.

-
3. **Practice good manners:** Follow the standards of etiquette, and always treat other people with courtesy. Don't forget the basics, such as saying "please" and "thank you" and not interrupting people when they're talking. If your manners need some polishing, look for an etiquette book at your local library, or search for manners tips online.
 4. **Avoid gossiping :** Gossiping about other people makes you seem petty and insecure. It undermines other people's trust in you, and it could even cost you important relationships. Don't say anything behind a person's back unless you would be willing to say it to their face. If other people try to get you to gossip with them, redirect the conversation. Ask a question like, "What are you doing this weekend?"
 5. **Help others:** Whenever you can, go out of your way to do someone a favor or brighten up their day. You'll feel good about lending a hand, and other people will see you as a thoughtful, dependable person. For instance, take a friend out for lunch when they're feeling down, or give your coworker a ride to work when their car is in the shop.

Activity No.01

The Serial Grooming Game

The game will help to make the student realize the importance of listening skills and focus to complete the game successfully..... Let each student highlight a thing needed to develop your personality.....

For eg., the first student states.....

I can groom my personality with good manners.

The second would say good manners and smile.

Third student would say good manners, smile and focus and the game goes on till we reach the final student....

The students should continue to list down the things in the order of the previous aspects of personality stated in the same order and in the end add one more trait to the game.

This will test your memory, listening skills and focus throughout the game that makes us realize a few of our personal traits that are strong and ones that need to be groomed!!!!

Activity No. 2

Strengths-based Life Story

During this activity, you will ask students to write their life story in three parts: the past, present, and future. Clients can be creative, but it is important to emphasize that their focus should be on their strengths in each of the three sections. Upon completion, clients should share what they've written for each part of their life story with the rest of the group or with the practitioner.

Instructions/Writing Prompts

1. **The Past:** Write the story of your past. Be sure to describe the challenges you have overcome, and the personal strengths that allowed you to do so.
2. **The Present:** Describe your life and who you are right now. How do you differ from your past self? What are your strengths now? How have your strengths evolved? What challenges are you facing? How can you use your strengths to overcome these challenges?
3. **The Future:** Write about your ideal future. How will your life be different than it is now? How can you use your strengths to achieve this ideal future? How will your strengths grow? What kind of person do you hope to become? How will you be different than you are now? What would you like to achieve? Finally, how can you go about achieving these things?

Topic-2 Social Grooming Skills

Social skills are the **skills** we use to communicate and interact with each other, both verbally and non-verbally, through gestures, body language and our personal appearance. Human beings are sociable creatures and we have developed many ways to communicate our messages, thoughts and feelings with others.

TYPES OF SOCIAL SKILLS

The following are the four types of social skills identified in scholarly literature:

1. **Survival skills:** Listening, ignoring, following directions
2. **Interpersonal skills:** Sharing, joining a conversation, taking turns talking
3. **Problem-solving skills:** Asking for help, deciding what to do/appropriate action to take, recognizing when to apologize
4. **Conflict resolution skills:** Dealing with teasing and bullying, losing/being a good sport, handling peer pressure

IMPORTANCE OF HAVING SOCIAL SKILLS

There are distinct advantages to having well developed social skills.

Here are five:

1. More and Better Relationships

Identifying well with individuals leads to more relationships and, at times, friendships.

By developing your social skills you become more **charismatic**, a desirable trait . People are more interested in charismatic people as charismatic people are (or at least appear to be)

more interested in them. Most people know you cannot advance far in life without strong interpersonal relationships. Focusing on relationships will help you get a job, get promoted and make new friends. Well honed social skills can increase your happiness and satisfaction and give you a better outlook on life. More relationships can also help to reduce the negative effects of stress and boost your self-esteem.

2. Better Communication

Relating with people and being able to work in large groups naturally develops one's communication skills.

After all, you cannot have great social skills without good communication skills and being able to convey one's thoughts and ideas may be the single most important skill that you can develop in life..

3. Greater Efficiency

If you are good with people, you can more easily avoid being with the people you do not like as much as others.

Some people dread social interactions because they do not wish to spend time with individuals who do not have similar interests and viewpoints. It is a lot easier to attend a meeting at work or a party in your personal life if you know at least some of the people who will be there.

If you are in a social situation and do not want to spend time with 'John' because you don't like him or he cannot help you with a particular issue, a good set of social skills will allow you to politely convey that you need to spend time with other people at the get together.

4. Advancing Career Prospects

Most worthwhile jobs have a 'people component' and the most lucrative positions often involve a large amount of time spent interacting with employees, media and colleagues.

It is rare that an individual can remain isolated in their office and still excel in their job. Most organisations are looking for individuals with a particular, tactical, skill set: the ability to work well in a team and to influence and motivate people to get things done.

5. Increased Overall Happiness

Getting along and understanding people will help to open many personal and career-related doors.

Having the confidence to start a conversation at a work-related conference may lead to a new job offer with a higher salary. A smile and 'hello' in a social situation may lead to a friendship being formed.

50 SOCIAL SKILLS FOR KIDS

- | | |
|---|--|
| 1. Taking turns | 27. Staying with the team or group |
| 2. Praising others | 28. Complimenting others |
| 3. Celebrating successes | 29. Disagreeing politely & respectfully |
| 4. Helping others | 30. Taking risks |
| 5. Respecting personal space | 31. Accepting criticism |
| 6. Sharing materials | 32. Accepting no for an answer |
| 7. Asking for help | 33. Recognizing the difference between expected & unexpected behaviors |
| 8. Being a good sport & a good loser | 34. Resisting peer pressure |
| 9. Asking permission | 35. Sharing ideas |
| 10. Giving criticism | 36. Making eye contact |
| 11. Using appropriate voice tone & volume | 37. Respecting the opinion of others |
| 12. Making an apology | 38. Compromising |
| 13. Participating | 39. Negotiating |
| 14. Waiting until speaker is done before speaking | 40. Cooperating with others & working together |
| 15. Being a good friend | 41. Using good manners |
| 16. Staying on task | 42. Thinking before speaking |
| 17. Being kind | 43. Learning to forgive |
| 18. Using names | 44. Problem solving |
| 19. Encouraging others | 45. Being a flexible thinker |
| 20. Waiting patiently | 46. Recognizing body language & nonverbal cues |
| 21. Communicating clearly | 47. Recognizing feelings of oneself |
| 22. Accepting differences | 48. Recognizing feelings of others |
| 23. Listening actively | 49. Taking someone else's perspective |
| 24. Conflict resolution | 50. Understanding that my actions impact others |
| 25. Following directions | |
| 26. Paraphrasing | |

ACTIVITY - 1

Divide the class into groups of 6 to 8 students each. Ask the groups what they would suggest to the children in these examples:

1. Parvati thought that her big brother was mean to her. She told her mother, who punished her brother. But then he was even meaner! What should Parvati do?
2. Kishan wanted to be friends with Arun, so he gave him one of his best trading cards. But Arun still didn't want to play with him. What should Kishan do?
3. Krupa wanted to get her ears pierced. She gave her mom a drawing she had made, thinking that her mother would be so pleased that she would let Krupa get her ears pierced. But Krupa's mother still said, "Sorry, but you can't have pierced ears until you are 16." What would you tell Krupa to do?
4. Vijay was not a good reader and he was embarrassed to read in front of the class. He asked his father to write a note to his teacher, saying that Vijay had a sore throat and couldn't read out loud. But his father wouldn't write the note. What would you tell Vijay to do?

Topic-3 Purpose, Passion and Vision

“Create a vision for the life you really want and then work relentlessly towards making it a reality.”

— Roy T. Bennett

Topics to be covered:

1. Self Efficacy
2. Goal Setting
3. Qualities of a passionate person
4. Passion and Creative Success
5. Life Purpose and Vision

Concept Note:

Purpose provides you with a sense of meaning and guides your life and career decisions. It helps you shape your goals, and it provides you with a sense of direction. Passion is your sense of energy for something, according to Hudson and McLean (2006). “Your passions are your internal energy source, the fire or determination you have for reaching some destination up ahead. They tell you why you are on this journey and what you want from life. They are your push and pull.” These energies might be derived from achievement, a search for meaning, compassion/contribution, and play and creativity. Every individual has the capacity to tap these passions. Vision is what you hope the world will look like in the future because of your commitments and actions today. An inspiring and meaningful vision of the future can motivate you and move you into action.

Define reality first and set a vision. Set small goals and develop processes to achieve your major goals. Sow good seeds every day. Don't worry about the harvest; your harvest will come. Remember, dreams and goals do come true; they just take time.

Your mind and habits can be barriers or bridges to your future, so stay positive and be an optimist. If you want to motivate others, be positive, immediate, and reliable. Make your attitude your greatest asset.

Focus, work hard, keep all your roles in balance, relax (sometimes life happens), and most important, have fun impacting positive outcomes. As you move forward, remember to see the good in people, situations, and organizations, and believe in favourable outcomes. Remember, great leaders are optimistic and they consistently look for the good in all successes, failures, and challenges.

Five points about 'Purpose, Passion & Vision'

- 1. Explore the Things You Love To Do & What Comes Easy to You:** We are all born with a deep and meaningful purpose that we have to discover. Your purpose is not something you need to make up; it's already there. You have to uncover it in order to create the life you want. You may ask yourself, "What is my purpose in life?" You can begin to discover your passion or your purpose by exploring two things:
 1. What do you love to do?
 2. What comes easily to you?
- 2. Follow Your Inner Guidance (What Is Your Heart Telling You?):** What if I told you that you have your own guidance system within you that can help you get from where you are in life to where you want to go? It's called your inner GPS. Your inner GPS is similar to the GPS system you use in your car or on your phone. It tells you how to get

from point A to point B. All you have to do is follow the instructions it gives you to reach your destination. In other words, once you clarify and then stay focused on your vision (you can do this with a vision board or meditation), the exact steps will keep appearing along the way in the form of Internal guidance, creating ideas, and new opportunities.

3. **Be Clear About Your Life Purpose:** Once you are clear about what you want and keep your mind constantly focused on it. You were born with an inner guidance that tells you when you are on or off course by the amount of joy you are experiencing. The things that bring you the greatest joy are in alignment with your purpose and will get you to where you want to go. When you present your goals to the universe with all its powerful technology, you will be surprised and dazzled by what it delivers. This is where the magic and miracles really happen. Take some time to think honestly and openly about where you currently are in your life and what you want to do with your life. What is your financial status? How are your relationships going? How is your health? And so on... Next, think about where you would like to be.
4. **Align Your Goals with Your Life Purpose and Passions:** We're all gifted with a set of talents and interests that tell us what we're supposed to be doing. Once you know what your life purpose is, organize all of your activities around it. Everything you do should be an expression of your purpose. If an activity or goal doesn't fit that formula, don't work on it. Aligning with your purpose is most critical when setting professional goals. When it comes to personal goals, you have more flexibility.
5. **Lean into Your True Life Purpose:** Once you have gained more clarity about your purpose, you don't need to completely overhaul your life completely all at once. Instead, just lean into it, bit by bit. Start living your purpose a little more fully every day, and pay attention to the feedback you're receiving from others and in terms of the results you are producing, and also to how you are feeling.

Activities

1. Discuss with the group what it means to find passion in life. Finding your passion is finding that thing, or combination of things, that really gets your blood pumping, mind

racing with excitement, and heart singing with joy. Ask members what motivates them, or makes them feel good about themselves? Who inspires them and why?

2. The PPSY instructor can facilitate the interactive learning strategy in the class. Ask these questions and note the responses.

Q1. What Qualities you Enjoy Expressing the Most in the World?

Q2. What are two ways I most enjoy expressing these qualities?

Ask the students to discuss the purpose and vision based on the responses elicited from the students.

3. Create a Life Purpose Statement

Ask the students to write a description of what the world would look like if it were operating perfectly according to you. In my perfect world, everybody is living their highest vision where they are doing, being, and having everything they want. Finally, combine all three into one statement, and you will have a clear idea of your purpose.

For instance, Mine is “Inspiring and empowering people to live their highest vision in a context of love and joy.”

(NB: The activities given above are not extensive. All PPSY instructors can customise and modify the content as per the requirement and class room strength)

Module-4 Empathy

The term 'empathy' is used to describe a wide range of experiences. Emotion researchers generally define empathy as the ability to sense other people's emotions, coupled with the ability to imagine what someone else might be thinking or feeling. When we put ourselves in another person's shoes, we are often more sensitive to what that person is experiencing and are less likely to tease or bully them. By explicitly teaching students to be more conscious of other people's feelings, we can create a more accepting and respectful society.

Objectives:

- To understand what empathy is.
- To discuss ways of showing empathy.
- To explain the importance of expressing empathy.
- To analyse factors that enhance empathy.
- To use empathy to change behaviour and build better relationships.

To explore this topic in detail, there are three Topics on Empathy:

1. Understanding Emotions & Communicating Them
2. Observe without Evaluation
3. Discover your Purpose

Topic-1 Understanding Emotion & Communicating them

“Ships in harbor are safe, but that is not what ships are built for.”

– John Shedd

What are emotions? They are part of the experiential system, which can be thought of as the core consciousness system. Core consciousness refers to your “theater of experience” which coordinates your behaving in the world and includes three broad domains. First, there are your sensory perceptual experiences (i.e., seeing trees, hearing music). Second, there are drives (i.e., good things you intuitively want to approach and bad things you intuitively want to avoid). Third, there are emotions, which are “response sets” that prepare and energize action in response to perceptions and drives.

Some key things about emotions that should be understood by every educated adult are:

1. Emotions are a central part of core consciousness.
2. Emotions provide information about one’s core goals and needs.
3. There are two broad systems of emotions, negative and positive. Negative emotions signal threat to needs and goals and energize avoidance. Positive emotions signal opportunity to meet needs and goals and energize approach.
4. Emotions prepare an individual for action.
5. There are differences in emotional temperaments. Some people will have negative emotional systems that are easily triggered, generate more intense reactions, and are harder to soothe.

Topics to be covered:

-
1. Emotions
 2. Recognising Emotions
 3. Processing Them
 4. Communicating Emotions
 5. Expressing Empathy

Activity 1: Emotions Bingo

Objective: To verbalize emotions.

Group the participants into a group of five. This Requires participants to write one emotion in each box and do not write emotions more than once. Write one emotion on each note card from the bottom of the page. Place note cards in a hat, cup, or bag. Pull out one note card at a time and read emotion to the group. Require participants to mark emotion with a Bingo chip if they have it written on their board. First group to get five in a row must reach each emotion and tell a time when he or she felt that emotion.

Directions: Write one emotion in each box below from the list at the bottom of page. Do not write words twice

		FREE SPACE		

Active, Bright, Embarrassed, Joyful, Relaxed, Afraid, Cautious, Excited, Lonely, Sad, Alert, Confident, Glad, Peaceful, Silly, Angry, Confused, Happy, Playful, Stressed, Ashamed, Depressed, Hurt, Proud, Weak. Ask the students

- What did you learn about emotions?
- What did you learn about yourself?
- What did you learn about others?
- Why do you feel it is important to understand emotions

End the activity by stating the importance of recognising the emotion to the group and how the recognition of the emotions help to understand oneself and others better.

Activity 2: Emotions and Movies

Objective: To understand how movies influence mood.

Directions: List movie titles that cause emotions below. Different people may feel different about the same movies. For example cartoons may cause you to feel silly, action movies may cause you to feel alert. The same movies could make someone else feel bored.

Emotion	Movie
Active	
Alert	
Depressed	
Excited	
Festive	
Happy	

Joyful	
Mad	
Pleased	
Relaxed	
Sad	
Silly	

Discuss these questions

1. What was the purpose of this activity?
2. What did you learn about self?
3. How do these movies influence your mood?
4. How does your mood influence your behaviors?
5. What movies help you to feel relaxed?
6. What feelings arise from watching violent movies?
7. What are the consequences for watching violent movies

Activity 3: Expressing Empathy

Empathy means to understand how others could feel by placing yourself in their situation

Directions: Read each situation below. Write how a person could feel in the space provided.

1. Danny slipped on ice, fell, and broke his arm. How might he feel?

2. Carrie got a new kitten for her birthday. How might she feel?

3. Jimmy won a new bicycle for a contest. How might Jimmy feel?

4. How might Jimmy's brother and sister feel about him winning a new bike? Explain why.

5. Somebody makes an inappropriate joke about race, age, or gender. How might someone
that _____ overheard this _____ joke _____ feel?

6. Jennifer's pet dog is missing. How might Jennifer feel?

7. Tom was sleeping. He woke up because his roommates were being loud. How might Tom
feel _____ after _____ being _____ awoken _____ when _____ he _____ needed _____ rest?

8. Somebody cheats in a card game. How might the others feel when they found out about
being _____ cheated?

9. A friend just told you that their grandfather was in the hospital and that he might not
have _____ many _____ more _____ hours _____ to _____ live. How might your friend feel?

10. Kate made her grandmother a cake? How might Kate feel? How might her grandmother feel?

This classroom activity focuses on the broader picture of Understanding Feelings. Students not only learn the recognition of Feelings but understand how communicating it would make life simpler and a lot more content. This will also make them learn to step into others' shoes and give them an inexplicable happiness , thereby making an impact in society.

Assignments/Post Session Activities/Thoughts for Project:

1. Emotions Collage

Directions: Cut out pictures from magazines that show a person with the feeling listed and paste on shapes below. Draw pictures if you can't find any in magazines.

Feeling Loved

Feeling Excited

Feeling Angry

Feeling Sad

Feeling Silly

Feeling Relaxed

Feeling Lonely

Feeling Embarrassed

Topic-2 Observe without Evaluation

“You may judge others only according to your knowledge of yourself.”

— Kahlil Gibran, Sand and Foam

We make snap decisions about people based on their looks, race, nationality, wealth, job, fame, and even small choices like choosing what to wear. When you observe before you judge, you open yourself to possibilities. You acknowledge that your opinion is not a fact. It's how you choose to see the world. When you judge someone, it affects you more than the other person. It says more about you than the other person. You convey how you perceive the world. It shows the pre-conceptions your mind has. Cure of judgment is observation.

Topics to be covered

- Expand the gap between observation and conclusion
- Observe and be curious
- Seek more information
- Embrace the differences between you and other people
- Accept people and situations as they are
- You don't need to have an opinion about everything
- Mind your business and Stop gossiping
- Turn unnecessary judging into constructive criticism
- Opens yourself to new experiences
- Fight with empathy and consideration

-
- Higher quality friendships happier person
 - Don't judge yourself for judging. It's human nature

Activity or Assignment Due:

Activity No. 1:

I Love My Classmate Next to Me

This is a great game for helping foster kindness in students without judgement. This game is played with a number of chairs formed into a circle. Make sure there is one less chair or cone than the number of players.

The game is played in the following steps:

1. Students will stand around the chairs or benches in circle. They will note the students standing next to them. Start with one student saying "I love my classmate Arushi because _____ (she is kind), completing the sentence with a piece of information that is true for him- or herself. As soon as s/he is finished, everyone who this applies to (including the person in the centre) moves to an empty one that is not right next to them.
2. The person who remains in standing begins a second round of the game with I love Sumeet because _____ (he is funny) or any other fact about your classmate.
3. Continue with the game till atleast one quality of all students is pointed out. This will lead to better understanding and acceptance

Activity No. 2:

Judging by the Bag

1. Hand out a big bag to each student. In turn, have each student put the item on and have the other students write down their immediate impressions. 2. Follow-up with the same discussion.

Activity No. 3:

Exploring Feelings through Colour

The goal of this activity is to help students and children explore their feelings of judgement through colour. Ask students to draw small circles to represent the following or any other relevant area or emotion we wish them to represent:

1) Self 2) Friends 3) School 4) Home 5) Teachers 6) College 7) Movie with family 8) Travel alone 9) Power 10) Happiness 11) Peace 12) Loud Music 13) Sadness 14) Love 15) Hate

Colour them in a way that represents how they feel about that area or emotion of their life. They can use a variety of colours or just one colour, however best represents their feelings. After they have coloured each section in, discuss the colour(s) with them. Use active listening to learn about why they chose the colour or colours they used. This can help students discover and express their own feelings, be less judgemental as well as help teachers, learn about how the student or child is doing with each area of their life.

Assignments/Post Session Activities/Thoughts for Project:

Mirror Yourself – Are you a Judgmental Person???

Ask these questions to students for self analysis.

Here are some signs to look out for:

1. You believe that everyone is out to get you.
2. You expect other people to be consistent all the time.
3. You struggle to see beyond a person's flaws.
4. You easily skip to conclusions.
5. You struggle to tolerate ambiguity and uncertainty.
6. You're intolerant of people unlike you.
7. You're generally pessimistic about life.
8. You tend to believe people are either 'good' or 'bad.'
9. You struggle to truly appreciate or see the beauty in others.
10. You have low self-worth.
11. You feel anxious around other people.
12. You're suspicious and untrusting.
13. You have a strong inner critic who judges you.

Be honest. How many of these signs can you relate to? Also, did you receive any strong or uncomfortable feelings while reading through this list (e.g. anger, defensiveness, shock, fear)? If so, you were probably triggered, meaning that judgmentalism is an issue for you.

Topic-3 Discover your Purpose

- **A SENSE OF BELONGING**

Knowing your purpose brings a sense of intimacy with life. Knowing your purpose means finding your unique place within the meshwork of life. Only when we recognize who we are at a soul level, can we truly inhabit our place, our niche, and our deepest calling. Ex: the artisan who feels his workshop is his sacred chamber, or the teacher who feels the classroom to be her natural habitat.

- **A SHAPE TO YOUR LIFE**

Purpose is like a container that you pour your life into. Pour a cake mix into a Bundt pan, and you'll get a Bundt-shaped cake. Pour your life into your purpose, and you get a purpose-shaped life. Pour a cake mix into a pan with no depth, and you get a formless mess. Pour your life into no particular thing, and you get an underdeveloped life. Purpose brings definition, depth, structure, shape, form, and a blueprint to your existence.

The Twelve Core Topics

1. **CARE OF THE SOUL** - To live a purpose-driven life, creating a purpose-friendly environment is essential. In this opening session, we will explore ways to prepare for crossing the threshold between the life you live now, and the life that is calling you.
2. **PREPARING FOR THE JOURNEY** - To live a purpose-driven life, understanding the layout of the journey is essential. In this session, we will lay out a road map for you to see where you are headed.

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3. **DEFAULT PURPOSE** - The purpose that moves your life forward, when you are not living from your soul, is your default purpose: a combination of bequeathed values from your upbringing and the defensive mechanisms we learned during childhood. A default purpose leads you away from your authentic purpose, whereas the Soul's purpose draws you forward into living your destiny. As long as your strongest driving desire comes from a default purpose, your ability to fulfill your destiny is thwarted.
 4. **DISCERN YOUR PURPOSE** - When seeking your purpose, there are two approaches: direct vs. indirect, or inductive vs. deductive. The indirect path to purpose engages your mind's intelligence to detect or infer what your true purpose is. In Topic Four you will employ multiple deductive (indirect) methods for discerning your purpose.
 5. **ENCOUNTERING RESISTANCE** - There are parts of yourself that have resistance to living your deepest purpose, including the Critic, Skeptic, Controller, Rebel, Achiever, Protector, and Image Consultant. When one of these parts exhibits resistance during your attempts to embrace your soul's purpose, you may experience tension, anxiety, paralysis, fear, or find yourself in a state of constant distraction.
 6. **EVOLUTIONARY SPIRITUALITY** - Evolutionary Spirituality is the journey of co-creating the future through embodying your Soul's unique purpose. You have been creating from the past and present, but not from the future. Let's see what the wisdom of the future, specifically 10 years from now, has to share with you.
 7. **SOULQUEST PREPARATION** - The Soul Quest is a daylong solitary ceremony in nature, where you will fast and pray for a Vision of your purpose. You might ask, "Why would I want to leave the comfort and security of my home to go into wild nature to explore my soul's purpose?" Humans have always gone to nature to find their calling: the Buddha awakened under a tree; Jesus went to the desert; Mohammad was fasting and praying in a cave when the Koran came to him; and Moses went to the top of a mountain to bring a vision for his people.
 8. **RECEIVING SOUL** - Aristotle coined the term "entelechy" to describe the full actualization of a life form. He said that the entelechy of an acorn is an oak tree. It is the entelechy of the acorn that guides its development. This theory is sometimes called the "acorn theory of soul". It proposes that you already possess the full potential and potency of your Soul, and that the task is to fully actualize your Soul.

9. **HIGH-DEFINITION PURPOSE (THE GIVEAWAY)** – Your objective is to embody your soul's gifts, so you can freely share them with the world. Native peoples named this gift the Giveaway. The Giveaway is a contribution that adds to the development of another person, and is sometimes referred to as your unique transformational process. Performing your Giveaway is both a deeply fulfilling and at the same time an impassioned response to the world's needs. The theologian Frederick Buechner put this eloquently: "...our calling is where our deepest gladness and the world's hunger meet."

10. **ACTING PURPOSEFULLY** – The path is made by walking it. So far we've approached purpose as something that we discover or uncover. Yet there is another dimension to purpose which is summed up by the proverb, *the path is made by walking it*. What undermines a life on purpose? "...the time you kill, the knowledge you neglect to learn, the connections you fail to build, the health you sacrifice along the path, the people around you who don't support and love your efforts."

11. **SOULQUEST INCORPORATION** – Upon completing your daylong ceremony on the land, the incorporation phase of the Soul Quest welcomes you back into your soul-infused community of fellow questers and into your new life. The return from a Soul Quest is often a time of great energy and delight, honouring the wholeness that you have found. You will have the privilege of sharing your story in council while the guides honour and mirror back the insights and gifts you have recovered from your journey.

12. **EMBODIMENT** – Discovering your purpose is a momentous event. As Mark Twain noted, "The two most important days in your life are the day you are born and the day you find out why." The challenge before you is to live a life in accordance with the deepest truths you have been graced to know at the core of your being. As the poet David Whyte wrote, "Hold to your own truth at the center of the image you were born with." Topic twelve is the point where you switch your focus from discovering your purpose to living your purpose with wild abandon as a demonstration of love and service to Life

Activity 1 – 7 Questions

Students answer, in writing, a set of 7 questions designed to help foster a sense of purpose.

Objectives

- Cognitive: Students will answer questions about their personal interests, strengths, and other characteristics that relate to a sense of purpose
- Affective: Students may feel a sense of purpose and self-awareness as they ponder each question.

Display each of the questions in front of students, giving them one minute to write before moving onto the next question:

- a. What kinds of places make you happy?
- a. What types of activities make you feel good about yourself?
- b. What skills or abilities seem to come naturally to you?
- c. What kinds of people make you smile?
- d. What qualities in people (friends, family, celebrities, historical figures, etc.) do you admire the most?
- e. What are some things that if taken out of your life, you may regret not having?
- f. What places, activities, and people do you value the most in your life?

Wrap up the activity by asking students to reflect on the answers to their questions and if these answers seem to have anything in common.

Activity 2 – Three Good Things

Students reflect on and list three positive things that happened in their day.

Objectives

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- **Cognitive:** Students will reflect on things that bring them happiness in their lives and how they feel upon that reflection.
 - **Affective:** Students will experience a sense of happiness and gratitude.

Ask students to reflect on three things that went well for them that day (or the day before if you are doing this activity with them in the early part of the day).

Ask them to write about the three things and for each, to write down:

- a. a title to the event
- a. what happened in as much detail as possible
- b. what they did
- c. where they were
- d. who was there
- e. how they felt at the time

Go around the room and ask students to share one of their three things — OR how the activity made them feel.

Activity 3 – Mantra Ball Toss

Students develop and share their personal mantras with one another through movement and sharing.

Objectives

1. **Cognitive:** Students will be able to identify and repeat a personal mantra.

-
2. **Affective:** Students will feel encouraged to repeat their mantra in a social setting.

Explain that a mantra is a word or phrase repeated to focus on a single thought or idea. Have students develop their personal mantra word or statement.

Here are some tips:

- Focus on your values, goals, challenges.
- Keep it short.
- Make it a phrase you will actually use.
- Make it positive (Think: what you will do versus what you will not do. For example, “Try your best” verses “Don’t be lazy.”)

Instruct students to form a circle.(Depending upon your class strength, if the class is big you may make 2-3 circles)

Explain students will make eye contact with the receiver; speak their mantra as they toss the ball to the next person. Once a student speaks their mantra, they sit down.

Initiate the activity by throwing the ball at one person, sitting after repeating your own mantra.

Wrap up the activity by highlighting how recalling and reciting their personal mantras can help focus and motivate.

Module-5 Sense of purpose

Sense of purpose is the motivation that drives you toward a satisfying future. Hence, your sense of purpose helps you get the most of life and it helps you achieve what matters most to you. Most importantly, it feeds intrinsic motivation and it creates meaning from life. Purpose is our driver. Certainly, purpose is a fundamental component of a fulfilling life.

To explore this topic in detail, there are three Topics on Sense of Purpose:

1. Financial Wellness
2. Personal Growth
3. Interventions

Topic-1 Financial Wellness

If you make meaning, you can make money

- Guy Kawasaki

Financial wellness is a balance of the mental, spiritual and physical aspects of money. Basically, it is having an understanding of your financial situation and taking care of it in such a way that you are prepared for further financial changes. Hence, maintaining financial wellness means being comfortable with where your money comes from and where it goes.

In addition, it is being protected against risks that are difficult to predict and could have detrimental financial consequences. There are a number of factors that can affect your financial wellness. Without it you cannot live a happy and healthy life. Therefore, understanding the handling of money should be understood at the earliest of life.

1. There isn't no such thing as free lunch

Free. It's such a great word, right? It means there is a lack of cost. Without a price, Costless, It's great, right? Fantastic to imagine except the fact that free is a lie. Free doesn't exist. Nothing in life is free. There isn't no such a thing as a free lunch (TANSTAAFL.) Remember this and let it be your mantra in how you explore everything ever in life. Everything costs something, including doing nothing. If someone tries to give you something for "free," the first question should always be, "How much does it cost?" or "What will this cost me.?" If they persist in telling you its still free, then you're probably at Costco eating cheese off a toothpick. Considering the fact that our initial living mostly depends upon the parents' money (in most cases) right from clothing to education, one has to realise its importance and should justify it.

2. Put your money where your mind is:

Mindfulness is a big buzzword these days. With roots in Buddhist practices and meditation, the concept of mindfulness has spread to the American workplace and become a therapeutic technique. Fans of mindfulness see its applications in all aspects of life, including financial planning.

What is mindfulness exactly? It's awareness of the present moment—paying conscious attention to your environment and your internal state. When it comes to your budget, mindfulness can help with everything from curbing impulse buys to saving for long-term goals.

Most importantly, mindfulness lets you think of money management as an ongoing practice. Spending money wisely shouldn't be an exercise in frustration, but a series of deliberate choices that reflect how you want to live your life.

3. Choose the right skill to make money:

When applying for a job, hiring managers are going to look at your education to determine whether or not they feel you are qualified for the job. But your degree and education are not the only important factors when considering if you fit the job needs.

The skills and experiences you have are sometimes more important than your education. In many ways, having the right set of skills will be more beneficial than having the right degree.

But why are your skills so important when applying to a job?

Skills Better Show Your Personality, Values and Goals

While your degree can show you are educated and a hard worker, it doesn't tell much about you as a person. Your degree can show you're capable of completing the job tasks, but it doesn't tell how well you will fulfill the other necessities of the position. Students must identify the set of skills required to get their favourite job and should work on it. Along with technical skills, students must be equipped with soft skills. Confidence comes only when one is aware of the required skills and gets mastery on it.

4. Education is the biggest investment:

The world has experienced the importance of right education and how it can change lives. Education is not only good for children, it's good for nations. Investing in education isn't just the right thing to do, it's smart economics. It not only changes the financial status of a person but also the country's financial status. Since inception, education has been one of the key weapons for overall development of a civilization.

Education can put people on a path of good health, empowerment and employment. It can help to build more peaceful societies. Evidence shows that, on average, each additional year of education boosts a person's income by 10 percent and increases a country's GDP by 18 percent. Some researchers estimate that if every child learned to read, around 170 million fewer people would live in poverty. Therefore, the right education gives meaning to life and thereby money in life.

Activity-1:

The teacher can motivate students to make a financial audit of their spending up to today. Students can be asked to calculate all the money involved in education, clothing, daily expenses etc. This activity may induce a sense of gratitude for their parents.

Activity-2:

The concerned teacher may ask students to list down 5 activities that waste money. Students may write their lists and then, can have a discussion on the common activities that waste money, in general. This must make the students aware about mindful spending of money.

Activity-3:

Acquiring extra skill is always an add on component for having a secured future in terms of financial point of view. Therefore, the teacher must provide a detailed list of add-on, certificate and skill courses available online such as EDX, Coursera, Khan's Academy, The People's University and our very own SWAYAM.

Topic-2 Personal Growth

“Growth begins when we begin to accept our own weakness.”

– Jean Vanier

Personal growth is the *continuous process of developing and understanding yourself to achieve your full potential*. It is an essential part of our growth, maturity, success and happiness. Also, it is the foundation of our emotional, physical, intellectual and spiritual health.

Personal development has a profound effect on every aspect of our life. As we grow on a personal level, we begin to feel more passionate about life. Learning and growing keeps us motivated and alive. It provides us with the drive *to become the best possible version of yourself*.

What is personal growth?

- Learning to control anger
- Learning to overcome procrastination
- Learning to overcome laziness
- Learning to be more polite and considerate
- Becoming a more responsible person
- Learning new things and developing new skills
- Changing our mindset and becoming more positive

Personal growth is the result of continual efforts to improve ourselves, intellectually, morally and physically.

Here are the seven ways to jumpstart our personal growth:

(We can tell our students to Try out any of these seven strategies to get their efforts for personal growth off the ground.)

1. **Learn more all of the time :-** We know that education and economic status are closely related. Unfortunately, many people don't pursue education because they think it's unattainable for the lack of time or finance. This simply isn't true as there are so many options available today. here are open-source platforms that allow you to take many courses online for free such as Swayam, Coursera, Khan Academy and or even more institutionalized options like an online MBA
2. **Volunteer our time :-** The primary reason that we should volunteer is the good it does for others. Still, it opens up so many paths to personal growth. Volunteering is an amazing way to learn new skills. Perhaps even more important is the spiritual and moral development that happens when we volunteer. Getting out of our own headspace and helping others creates perspective and helps us to develop a more compassionate world view.
3. **Travel as much as we are able to :-**It's difficult to grow when we are constantly surrounded by the same people, same points of view, same belief systems and same traditions. There's nothing there challenging our thought processes or even our senses. This could be traveling abroad or to new states, or cities or even our neighborhood. Traveling can positively impact our health, creativity and happiness.
4. **Pursue something creative:-** Write stories, paint pictures, learn photography, pick up a camera and start taking pictures, or try acting in a local theater production. There is no wrong path to creativity. Creative people are more self-aware, better problem solvers and have more confidence.
5. **Prioritize our health :-** Eat a balanced diet, exercise regularly, avoid sleep deprivation and get in shape. All these require commitment and self-discipline, so we're not just getting the direct benefit from them; we might also develop and uncover traits we may not realize we had. It's important we are physically able to take on opportunities to grow and learn.

-
6. **Evaluate our life honestly :-** Personal growth is improvement. To accomplish this, we should be willing to evaluate our life as it is right now. Be willing to identify and acknowledge strengths and shortcomings alike. This will allow us to choose the steps we need to take going forward.
 7. **Make a radical commitment to time management :-** Giving excuses not to have time is the very enemy of personal growth and improvement. Everyone has time. we just have to modify how we use it. Here are some areas where most people can stand to re-prioritize: Watch less television and truly focus on shows we love when we do watch; reduce time aimlessly surfing the internet; rethink our commute, taking the bus instead of driving might give us time to read or listen to something; recruit friends to turn get togethers into something productive like volunteering or taking a class.

ACTIVITY 1

A Newspaper Article – This activity will help students to think about the kind of person they want to be in the future and what they want others to think of them

1. Divide the students into groups
2. Say to the group or individual child: “Five years from now, your local newspaper does a story about you and something you have achieved. They want to interview three people who know you well – for example- a parent, a friend, a brother, a teacher etc. What would you want them to say about you?”
3. (Optional) They could then write the whole newspaper article about themselves and read it out to the class.

ACTIVITY 2

A Thing like Me – This activity can help students think about who they truly are and what they are good at, in a way that they might not have thought about before.

Ask students to think of something that represents them, e.g. a rose, a tiger, a candle, etc and ask them to tell the others in the group why they think it represents them. They could write a paragraph or a poem about it.

Topic-3 Positive Psychology Interventions

Positive psychology interventions, or PPIs, are a set of scientific tools and strategies that focus on increasing happiness, wellbeing, and positive cognitions and emotions. PPIs can be divided into seven categories

1. **Savoring interventions** focus on a particular experience and aim to enhance their effects for maximizing happiness (Peterson, 2006). The core principle of these interventions is to encourage the person to grab every little aspect of experience – physical, sensory, emotional, or social (Kabat-Zinn, 2009).
2. **Gratitude interventions** are categorized into two parts:
 1. Self-reflective practices, for example, writing a gratitude journal that we keep to ourselves and use as a tool for self-expression.
 2. Interactive methods where we actively express our gratitude to others by saying ‘thank you,’ giving small tokens of appreciation, or paying gratitude visits.
3. **Kindness Boosters:** Kindness is a trait all happy people possess. Studies have shown that happiness and kindness go hand in hand and complement each other
4. **Empathy PPIs:** Empathy-oriented PPIs focus on strengthening positive emotions in interpersonal relationships. Healthy social bonds – both at personal and professional fronts are essential for happiness and inner peace.
5. **Optimistic Interventions:** Optimistic interventions create positive outcomes by setting realistic expectations. An example of an optimistic PPI is the ‘Imagine Yourself’ test where participants are asked to note down where they see themselves in the future.
6. **Strength-Building Measures:** Strength in positive psychology refers to internal capacities and values
7. **Meaning Oriented PPIs:** This category of PPIs helps in understanding what is meaningful to us in life and why, and what we can do to achieve the things that

matter in life. A person who has clarity of goals and expectations is more likely to feel happier and content

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Mahatma Education Society's

Module-6 Inclusiveness & Belongingness

Cultivating a diverse professional culture is a complex and worthy pursuit. Diverse cultures position employees to thrive individually and to bring out the best in each other. Enabling diversity is no token gesture; it's no rote filling of quotas. It means fostering a singular professional landscape that an array of professionals truly sees as their own. This requires leaders' sensitivity, awareness and guidance.

Inclusion and belonging make diversity work. Authors Liz Fosslien and Mollie West Duffy explain: "Diversity is having a seat at the table, inclusion is having a voice, and belonging is having that voice be heard."

Creating an environment where employees understand what it means to be inclusive earns your team members a sense of belonging. "Belonging is when employees truly buy into the notion that they and others are all welcome to bring their full perspectives and their true selves to the table" explains Alice H. Jones, co-founder and trainer with Inclusion Consultant Network (ICN).

To explore this topic in detail, there are three Topics on Sense of Purpose:

4. Diversity and Acceptance
5. Commitment and Courage
6. Social Belongingness

Topic-1 Diversity and Acceptance

Ours is a very diverse society—and increasingly so. Already in many parts of the country, non-Hispanic whites comprise less than 50 percent of the population, and by 2020 an estimated one in three Americans will be a person of colour, as will be about half of all college students. But “diversity” means much more than a variety of racial and ethnic differences. As we’ll use the term here, diversity refers to the great variety of human characteristics—ways that we are different even as we are all human and share more similarities than differences. These differences are an essential part of what enriches humanity.

We’ll look first at some of the ways that people differ and explore the benefits of diversity for our society generally and for the college experience. While we should all celebrate diversity, at the same time we need to acknowledge past issues that grew from misunderstandings of such differences and work together to bring change where needed.

What Diversity Really Means

Diversity is any dimension that can be used to differentiate groups and people from one another. In a nutshell, it’s about empowering people by respecting and appreciating what makes them different, in terms of age, gender, ethnicity, religion, disability, sexual orientation, education, and national origin.

Acceptance in human psychology is a person's assent to the reality of a situation, recognizing a process or condition (often a negative or uncomfortable situation) without attempting to change it or protest it.

Following are various aspects of diversity and acceptance:

-
1. **Diversity of race:** Race refers to what we generally think of as biological differences and is often defined by what some think of as skin colour. Such perceptions are often at least as much social as they are biological.
 2. **Diversity of ethnicity:** Ethnicity is a cultural distinction that is different from race. An ethnic group is a group of people who share a common identity and a perceived cultural heritage that often involves shared ways of speaking and behaving, religion, traditions, and other traits. The term “ethnic” also refers to such a group that is a minority within the larger society. Race and ethnicity are sometimes interrelated but not automatically so.
 3. **Diversity of cultural background:** Culture, like ethnicity, refers to shared characteristics, language, beliefs, behaviours, and identity. We are all influenced by our culture to some extent. While ethnic groups are typically smaller groups within a larger society, the larger society itself is often called the “dominant culture.” The term is often used rather loosely to refer to any group with identifiable shared characteristics.
 4. **Diversity of educational background:** Colleges do not use a cookie-cutter approach to admit only students with identical academic skills. Diversity of educational background helps ensure a free flow of ideas and challenges those who might become set in their ways.
 5. **Diversity of geography:** People from different places within the United States or the world often have a range of differences in ideas, attitudes, and behaviours.
 6. **Diversity of socioeconomic background:** People’s identities are influenced by how they grow up, and part of that background often involves socioeconomic factors. Socioeconomic diversity can contribute a wide variety of ideas and attitudes.

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7. **Diversity of gender roles:** Women have virtually all professional and social roles, including those once dominated by men, and men have taken on many roles, such as raising a child, that were formerly occupied mostly by women. These changing roles have brought diverse new ideas and attitudes to college campuses.
 8. **Diversity of age:** While younger students attending college immediately after high school are generally within the same age range, older students returning to school bring a diversity of age. Because they often have broader life experiences, many older students bring different ideas and attitudes to the campus.
 9. **Diversity of sexual orientation:** Gays and lesbians make up a significant percentage of people in American society and students on college campuses. Exposure to this diversity helps others overcome stereotypes and become more accepting of human differences.
 10. **Diversity of religion:** For many people, religion is not just a Sunday morning practice but a larger spiritual force that infuses their lives. Religion helps shape different ways of thinking and behaving, and thus diversity of religion brings a wider benefit of diversity to college.
 11. **Diversity of political views:** A diversity of political views helps broaden the level of discourse on campuses concerning current events and the roles of government and leadership at all levels. College students are frequently concerned about issues such as environmentalism and civil rights and can help bring about change.
 12. **Diversity of physical ability:** Some students have athletic talents. Some students have physical disabilities. Physical differences among students brings yet another kind of diversity to colleges—a diversity that both widens opportunities for a college

education and also helps all students better understand how people relate to the world in physical as well as intellectual ways.

13.Diversity of extracurricular abilities: As you remember from your college applications, colleges ask about what you do outside of class—clubs, activities, abilities in music and the arts, and so on. A student body with diverse interests and skills benefits all students by helping make the college experience full and enriching at all levels.

These are just some of the types of diversity you are likely to encounter on college campuses and in our society generally.

Activity:

Ask students to think about groups at school or in the community that we tend to lump together. If they have trouble thinking of groups, you may want to prompt them with some of the following groups:

- kids in band
- kids who live in the trailer park
- kids of a certain religion
- kids in the gifted class
- kids in special education classes
- kids from a certain racial or ethnic group
- kids who live in rural settings
- kids who live in the city
- all of the girls
- all of the boys

Topic-2 Commitment and Courage

Courage implies firmness of mind and will in the face of danger or extreme difficulty. It refers to **courage**, **mental** or moral strength to resist opposition, danger, or hardship. Moral **courage** is the commitment to standing up for and acting upon one's **ethical** beliefs (Miller, 2005). Morally **courageous** individuals act upon their **ethical** values to help others during difficult **ethical** dilemmas, despite the adversity they may face in doing so. Listed below are few ways to show courage –

1. Have faith in something

Whether it's a religion, overcoming your fears, or something completely out there, maintaining your faith in otherwise dark, trying times is one of the bravest acts you can commit to. Especially when others don't agree with you.

2. Ask for help

We all need it from time to time. Asking for help is tough – we don't want to admit that we can't do it on our own. Chances are though, that the person helping you was once helped by someone else.

3. Stand up for someone else

When you see someone being treated unjustly, don't walk away – *do something!*

4. Stand up for yourself

Don't let anyone speak poorly of you, hurt you physically or mentally, or be rude to you. Protect yourself as best you can and at all costs. When you can't do it alone, see #2.

5. Forgive someone

People have a tendency to hold on to things; it's a terrible habit. Put bad feelings down and walk away. Your spirit will thank you and your bravery may even save some important relationships.

6. Take full responsibility for your actions

It's super hard to own up to our wrongdoings, but do it. It's a giant weight off your shoulders.

7. Volunteer

Helping others that need assistance is one of the kindest things you can do. It's also brave when you don't know what you're getting into. Seeing people in certain situations can be scary. Work past the fear – the value you're adding to someone's life is worth the unease.

8. Hold Back

Sometimes not saying anything is the bravest, most difficult thing to do. As much as you want to say or do something, having the courtesy to think of others' well-being first is sometimes the most valiant act of all.

COMMITMENT – Making a **commitment** involves dedicating yourself to something, like a person or a cause. Before you make a **commitment**, think carefully. A **commitment** obligates you to do something. Words said by a person with the drive to reach a goal by doing what needs to be done until it is achieved. **Commitment ethic** is a deeply held belief that, once you have agreed to do something, you must do it until it is finished or completed. A strong **commitment ethic** leads to success.

Once we have decided to follow inclusiveness and overcome prejudices, we need to make up our mind to stay committed to our decision and show courage when we face opposition or criticism.

Activity 1 –

Conduct a role play for showing courage. For instance, a group of friends may exhibit unhelpful behavior towards a particular boy / girl by neglecting or ignoring them. One student from the same group will take courage to go against the group and begin to help the boy / girl who is being excluded.

Communicate that sometimes courage means going against the crowd. Choosing to back down and refusing to go along with the peers is a sure sign of courage. Ask the class which person in the scene is exhibiting courage. The child who is going against the peer group to do the right thing is courageous.

Activity – 2

1. Ask the students to make a list of instances where they had a chance to display courage in order to practice inclusiveness.
2. Did they proceed and stand for the just cause or did they back out due to lack of courage?

Activity - 3

The students shall write down the following pledge, repeat it in the classroom and pledge to follow it in their lives –

1. I promise to consciously promote acceptance and demonstrate respect.
2. I will dedicate myself to actively listening to each person's story.
3. I promise to learn from and embrace differences among identities.
4. I will recognize commonalities and shared experiences.

-
5. I will practice inclusive language and be open to learning.
 6. I promise to educate others to foster an inclusive community that treats every person with dignity and respect.

I will honour this commitment in my classes, workplace, personal life, and all other pursuits on and off campus. I pledge to make everyone feel safe, valued, and part of our global community.

Topic-3 Social Belongingness

“Language, identity, place, home: these are all of a piece – just different elements of belonging and not-belonging.”

– Jhumpa Lahiri

Belongingness is the human emotional need to be an accepted member of a group. Whether it is family, friends, co-workers, a religion, or something else, people tend to have an 'inherent' desire to belong and be an important part of something greater than themselves. This implies a relationship that is greater than simple acquaintance or familiarity. The need to belong is the need to give and receive attention to and from others.

Belongingness is a strong and inevitable feeling that exists in human nature. To belong or not to belong can occur due to choices of one's self, or the choices of others. Not everyone has the same life and interests, hence not everyone belongs to the same thing or person. Without belonging, one cannot identify themselves as clearly, thus having difficulties communicating and relating to their surroundings.

Social belonging is constituted by the relations of interdependence among the dimensions of attachment, loyalty, solidarity, and sense of affinity, according to paths that extend from attachment to a sense of affinity or we-feeling and back, passing through the intermediate components of loyalty and solidarity.

The process by which the social collectivity relates to the individual person can be called the process of *inclusion*, while the mental process by which a person comes to be inducted in a collectivity may be called the mechanism of *identification*, or the mechanism by which a person learns "to play a role complementary to those of other members in accord with the pattern of values governing the collectivity"

Topics to be covered:

- **Emotions:** First, positive emotions are an important defining attribute of belonging. Indeed, authors have suggested that these include a feeling of attachment, a feeling of intimacy, a feeling of usefulness and support, and a sense of pride
- **Relation:** Second, the student must maintain positive relations with his or her peers and teachers. These social relations must be accompanied by encouragement, acceptance, support, respect, valorization and warmth.
- **Involvement:** Third, the individual must demonstrate energy and a willingness to get involved in a meaningful way within a group. This involvement can be in class or outside, such as active participation in extracurricular activities.
- **Harmony:** Individuals must adapt and adjust by changing personal aspects to align with any situations or people that would warrant such an adaptation

ACTIVITY 1

BONDING ACTIVITY – My Unforgettable Stories

Have students bring a photo that has a personal connection with their past (e.g., the most exciting/enjoyable moment or biggest achievement in their life). Students work in groups of four and guess the stories behind the photos. Students then sit in a circle to tell their memorable stories. Remind students to use the past tense. While students are sharing their feelings, take notes so that you can give feedback later. If possible, encourage students to ask questions to better understand their friends' life stories. Sharing deep feelings is a good way to unite students since they feel their class is a second home where their true feelings can be shared and valued. Sitting in a circle may also make students feel closer to one another, as it reduces the physical distance between the learners.

ACTIVITY 2

We Are a Team!

Organize students into groups of three. Ask them to rearrange tables and chairs to create obstacles in the room. Explain the roles for the three individuals:

- Person 1 is blindfolded and guided by Person 2 to find a vocabulary list hidden in the room. When Person 1 finds the list, he or she removes the blindfold and describes the words to Person 3.
- Person 2 stands at the back of the class and gives directions to Person 1.
- Person 3 stands at the front of the class and guesses the words described by Person 1. Tell students that only Person 3 is allowed to guess the words. If Person 2 tries to help, the word will not count. Each correct word is worth one point. The group with the most points is the winner. Give the groups about one minute to discuss and choose the right person for each task. Then, after Person 1 in each team is blindfolded, the teacher hides the vocabulary list in the classroom and students begin the activity. This activity can help students think about who they truly are and what they are good at, in a way that they might not have thought about before.

The activity should end with a short discussion of questions such as the following:

- What do you think of this activity?
- Is it a good teamwork activity?
- Why did/didn't your team win the competition?
- What strategies could be taken to win the competition?

ACTIVITY 3

Learning Together

The classroom is a powerful tool for building excitement about the institution. It also serves as a potential deterrent to students who feel unsuccessful. Providing opportunities for students to work together with peers supports a feeling of institution connectivity.

Student study groups, peer tutoring and collaborative class projects are activities that foster institution engagement. These activities can happen in and out of the classroom.

Level III: Advanced Positive Psychology

Module-1 Personalized Kit for Enrichment

Enrichment makes something more meaningful, substantial, or rewarding. *Enrichment* improves something. Riches are valuable things, such as money, jewels, and gold. Similarly, enrichment is when something is made more valuable. A reading enrichment program improves education. When vitamins or nutrients are added to food, that's enrichment because it makes the food healthier. All types of enrichment are improvements; they leave things better than they were before. You can also say such enrichment has enriched your life.

In this chapter we will learn about some apps to make our life more meaningful. This chapter is further divided into three Topics:

1. Apps that keep you calm
2. Time management apps
3. Well being apps

Topic-1 Apps that keep you calm

The following suggested apps – many available for both iPhone and Android – will help you to breathe more deeply, feeling a little more centered and ready to handle anything that life and work throw at you.

1. Pacifica

Stress can get in the way of you living your life. Pacifica gives you holistic tools to address anxiety based on Cognitive Behavioral Therapy, mindfulness, relaxation, and health. It's a simple app that encourages you to track your daily activities and asks how they might relate to your stress. It's incredible how recording your daily thoughts and feelings can help melt away your worries.

2. Happify

How you feel, matters. Whether you're feeling stressed, anxious, depressed, or you're dealing with constant negative thoughts, Happify brings you practical tools to take control of your emotional wellbeing.

3. Breathe2Relax

As we've mentioned previously, it's well documented that breathing exercises help to reduce the body's "fight-or-flight" stress response, and help with mood stabilisation, anger control, and anxiety management. In which case, you'll love Breathe2Relax – a portable stress management tool which provides detailed information on the effects of stress on the body and instructions and practice exercises to help you learn the stress management skill called "diaphragmatic breathing".

5. Mindfulness Daily

Being mindful is often out of reach when we need it most. Mindfulness Daily helps you to build a practice with just a few minutes sprinkled throughout your busy day. Just fire up the app every morning to enjoy some short mindful lessons, take a brief pause during the day to de-stress and unwind at night to experience some conscious reflection.

6. Personal Zen

Personal Zen is clinically proven to reduce stress by just playing a fun game. Built by a team of leading neuroscientists and mobile developers, playing Personal Zen retrains your brain to lower stress and anxiety. Just like exercising for physical health, we can exercise our brain for better mental health and wellness.

7. Yoga Studio

Yoga Studio provides 65 ready-made yoga and meditation classes, class scheduling and a library of over 280 poses with detailed advice and instructions. This app is excellent for beginners. It works on iPhone, iPad and Apple TV – or you can play classes on your TV via Chromecast.

8. Calm

Need a little more calm in your life? Calm is the right app for you. It can help you meditate, sleep, relax and much more. By downloading this neat little tool, you'll discover how meditation can improve your mood and your life. Highlights include "7 Days of Calm" – a programme to help you learn how to meditate in seven days, and beautiful, immersive nature scenes with soothing background sounds.

9. Adult Colouring

As you know, colouring books aren't just for children anymore. The Adult Colouring Book on your smartphone will give you mesmerising ambience and an opportunity to engage

yourself in hours of peaceful colour therapy with hundreds of designs to colour in, including mandalas, flora, fauna, geometric, and many more types of artwork. Just select your colour and tap to paint.

10. Relax Melodies

Relax Melodies is a fantastic sleep aid app that will help you get a full night's sleep. Select sounds and melodies that you like and combine them to create a mix. Adjust the volume of each sound individually for better results. Lay back, listen, and enjoy falling asleep. It's that simple, and it works. Use timers and alarms if required.

Video Links –

- <https://www.youtube.com/watch?v=z6aGOBEq2w>
- <https://www.youtube.com/watch?v=m3-O7gPsQKo>
- <https://www.youtube.com/watch?v=IAODG6KaNBc>

Activity:

Please give a complete demo of one or two apps described above.

Topic-2 Time Management APPs

No matter who you are, you probably wish there were more hours in a day. Time is a precious resource—you can't stop using it and you can't find more of it, but you need it to do absolutely everything. From scheduling meetings to fulfilling orders, time is behind every aspect of running a business and you can't afford to manage it poorly.

Ineffective time management can take many forms. Whether it's procrastination, personal distractions, or projects that take more time than they should, there are tons of things that waste our time every day. Wasted time means rushed deadlines, a work-life imbalance, and more stress and anxiety. As an adult student, you're juggling a number of tasks every day—work, family, social time, coursework—and keeping it all organized can be overwhelming.

These 10 apps can help you stay on track as you work on your degree and take care of the many other important things in your life

Wish you were more productive? Finding it difficult to keep track of deadlines? Try using one of these free productivity apps...

1. Trello

One of the best productivity apps available, Trello allows you to organize any projects you're working on through boards, which you can then customize either solo or with others (making it ideal for delegating tasks for a group assignment). You can also have separate lists for tasks on your to-do list, tasks you're doing now, and tasks you've completed. Lifehacker called Trello “an awesome project management tool that makes collaboration easy and, dare I say, even fun”. It's free and available on Apple Watch as well as your phone.

2. Evernote

A great app for keeping your thoughts as well as your assignments organized, Evernote allows you to sync personal checklists and notes across devices, meaning you can work on a task on one device and later switch to another without losing anything. You can take notes in a variety of formats, including text, photos, audio, web clippings and videos, and can attach Microsoft Office documents and PDFs. It also lets you work collaboratively with others and share ideas, as well as plan events and set reminders.

To-do list apps

3. Remember the Milk – Task List Manager

The ultimate task list app, Remember the Milk offers adult students an easy way to add assignments and prioritize when coursework (or anything else in your life) is due. You can even break up big tasks into smaller subtasks. Customize your task lists for work, school and home and get reminded anywhere, via email, text, IM, Twitter, or mobile apps.

4. 2Do

If you're a visual person, you might prefer 2Do, which uses color coding and lets you categorize tasks by priority and subject. 2Do lets you take a completely different approach to managing your tasks. It's extremely simple to use, and makes available desktop-class, power-user features to meet those daily goals. There is no wrong way of using 2Do, and unlike other to-do apps, it won't force you into following a particular task management methodology.

Distraction-blocking apps

If you're hooked on social media and find yourself checking Twitter five minutes into a revision session, you may want to download an app to block yourself from going on social media or any other distracting websites

5. Anti-Social

For your phone, you could use Anti-Social, which lets you see how much you use your phone compared to others, and allows you to block apps you overuse. Are you curious to find out how much you use your smartphone compared to other people? AntiSocial is designed to not only help you understand what 'normal usage' looks like, but to give you the tools to manage, block and control your mobile phone usage so that you can unplug, minimize distractions and focus on the things that matter.

More great apps for students

6. Coach.me

One of the most unique apps on this list is Coach.me, in which you'll join a community of people working to achieve individual goals. You'll get support from others to help you form good habits and make yourself more productive, earning 'props' (similar to Facebook likes) from other users in recognition of your achievements. The app has helped over a million people form new habits and has earned plenty of praise, with one reviewer saying: "This app has been a wonderful resource to track individual growth and development. Thank you for making such a great product, it has helped me become a better person and tracked my progress towards my goals."

7. Google Keep

Available for both iOS and Android, Google Keep is a note-keeping app that uses a pin board format, allowing you to pin notes, lists, photos and voice memos, easily search for previous pins, share your list with others and receive location-based reminders.

8. Universal Password Manager –

Password Manager Handy for when you're on-the-go and need to remember that one password to complete an assignment, Universal Password Manager is an encrypted database app that stores usernames, passwords, and even URLs in one place.

9. Forest: Stay focused

If you want to temporarily put down your phone and focus on what's more important in real life, you can plant a seed in Forest. As time goes by, this seed will gradually grow into a tree. However, if you cannot resist the temptation of using your phone and leave the app, your tree will wither. The sense of achievement and responsibility will encourage you to stay away from your phone, and will help you make better use of your time. Stop getting distracted by your phone, become self-motivated and get more things done.

10. SimpleMind+

Last but not least in our list of useful apps for students, SimpleMind+ lets you organize your thoughts by creating mind maps, which (using the pro version) can be seamlessly synchronized to your Google Drive or Dropbox and shared with others. You can also enhance your mind maps with photos, video and voice memos, and easily customize the appearance and select different layouts to suit you.

Topic-3 Wellbeing Apps

Video Links:

1. <https://www.youtube.com/watch?v=fRvq1yOogLo>
2. <https://www.youtube.com/watch?v=hsPpaHbvQs>

Well-being is the experience of health, happiness, and prosperity. It includes having good mental health, high life satisfaction, a sense of meaning or purpose, and ability to manage stress. More generally, well-being is just feeling well.

Well-being is something sought by just about everyone, because it includes so many positive things — feeling happy, healthy, socially connected, and purposeful. Unfortunately, well-being appears to be in decline, and increasing your well-being can be tough without knowing what to do and how to do it.

Can We Actually Improve Our Well-Being?

Increasing your well-being is simple; there are tons of skills you can build. But increasing your well-being is not always easy: Figuring out what parts of well-being are most important

for you and figuring out how, exactly, to build well-being skills usually require some extra help.

Well-being emerges from your thoughts, actions, and experiences — most of which you have control over. For example, when we think positive, we tend to have greater emotional well-being. When we pursue meaningful relationships, we tend to have better social well-being. And when we lose our job, secure less mark in the exams, achieve lower grades in

college— we just hate it — we tend to have lower workplace/professional/Educational well-being. These examples start to reveal how broad well-being is and how many different types of well-being there are.

Usually when people start consistently using science-based techniques for enhancing well-being, they begin to feel better pretty quickly.

The Well-Being APPs

Here are 09 best apps that will scientifically help you to elevate your level of happiness there by your well-Being. There are free, well tested, verified and effective.

- **Headspace**

Headspace uses mindfulness and meditation to help you perform at your best each day. The app's mission is to provide you with the essential tools to achieve a happier, healthier life.

Whether you need to build healthier relationships, find a place of calm, keep your mind fit, or reduce stress, Headspace has hundreds of themed mindfulness and meditation sessions to support you.

The app reports that meditation reduces daily stress and improves focus and attention. What is more, using Headspace is suggested to enhance compassionate behavior towards others within three weeks.

- **Moodnotes:** Moodnotes is a thought journal and mood diary. The app can be used to capture your feelings and improve your thinking habits through the implementation of CBT and positive psychology. Track your mood and increase self-awareness of what influences it. Learn to recognize “traps” in your thinking and ways to rethink the situation.

If you happen to enter a “thinking trap,” Moodnotes will provide suggestions and useful perspectives to reduce stress and enhance well-being. Progress is visible in the helpful “Insights” dashboard.

- **SuperBetter:** SuperBetter is a game focusing on increasing resilience and the ability to remain strong, optimistic, and motivated when presented with challenging obstacles in life.

A study by the University of Pennsylvania in Philadelphia found that when people played SuperBetter for 30 days, their mood improved, symptoms of anxiety and depression decreased, and self-belief to achieve goals increased. The app will help you to adopt new habits, improve your skills, strengthen relationships, complete meaningful projects, and achieve lifelong dreams. SuperBetter also has the potential to help you beat depression and anxiety, cope with chronic illness.

- **7 Cups:** If you are feeling lonely, sad, stressed, or worried, 7 Cups could be the perfect app for you. It provides online therapy and emotional support for anxiety and depression. There are more than 160,000 trained listeners and licensed therapists who are available to anonymously speak with 24/7. Speak your mind and confide in listeners without the fear of being judged. These listeners can be searched for based on their experience or their specialties, such as bullying, panic attacks, eating disorders, relationship breakups, and many more. Affordable therapy with an online therapist can commence one-to-one in a confidential setting.
- **Talk space:** Talkspace is a counseling and therapy app that connects users with a convenient, affordable, and confidential way to deal with anxiety, stress, depression, relationship issues, and chronic illness. A free consultation is provided with a Matching Agent to identify the ideal therapist for your needs based on several factors. More than 1,000 licensed therapists are available, who specialize in anxiety, phobia, depression, domestic violence, PTSD, and more.
- **Sleep Cycle**

Does sleep generally stress you out? Do you feel like you constantly don't get enough of it or, at least, your quality of sleep isn't that great? This app could seriously help. Tracking your sleep cycle throughout the night, based on movement and sound

analysis, it works to wake you up when you are at your lightest sleep which means you'll be much less groggy and grumpy rising.

- **Drinkaware**

Nowadays there is always an excuse for drinking. From a celebration to a commiseration and even a quick catch up, a glass of fizz is never far away. That's why the free Drinkaware app is a way to make sure you stay on top of your wellness when it comes to drinking. The app comes with trackers and tools such as the unit and calorie calculator and the alcohol self-assessment tool so you can review your drinking patterns, set goals and become more aware of the units you are consuming. The app can also record the money spent on alcohol – consider yourself warned.

- **Anxiety Relief Hypnosis**

Anxiety Relief Hypnosis is an app suggested to help improve relaxation and reduce anxiety within just 1–3 weeks of use. The app's developers say that hypnosis can decrease anxious thoughts and enhance your response to relaxation, which, in turn, resets your behavior and enables an improved response to stress.

The app provides an audio session read by a certified hypnotherapist together with calming music and sounds from nature to aid relaxation. The “awaken at end” feature can be disabled to allow you to fall into restful sleep at bedtime.

- **DAYLIO**

Writing a daily journal can be beneficial for your daily mood and happiness, but we don't have time to interest in dairy-keeping? Daylio combines the structure of a mood boosting journal app with the functionality of social media. Plugs in your emotions using emojis, has tag-length phrases, and adjectives. Daylio puts it all together with clear data visualization

Class Assignments: The Teacher may conduct a complete demo of at least one APP from the above list. More demos of more than one APP would be desirable.

Module-2 Interventions

An interventionist is a helpful tool for an individual, family members, colleague or friend who is resistant to addressing his or her problem. When people are initially resistant and then enter treatment due to an intervention and therapeutic relationship with an interventionist, they and their network do very well due to the support, networking, collaboration and aftercare. Intervention is an opportunity to interrupt a person's destructive life patterns. It's a Starting Point to Change. There are several types of intervention.

To understand interventions, there are three Topics on interventions:

1. Savoring PPSY and gratitude
2. Kindness booster and Empathy Interventions
3. Optimistic and Meaning Oriented interventions

Topic-1 Savoring PPSY and gratitude

What is Savoring ?

1. Mindfully engaging in thoughts or behaviors that heighten the effect of positive events on positive feelings
2. Helps you to move from a positive experience to positive emotions.

Bryant and Veroff define savoring as attending, appreciating, and enhancing positive experiences that occur in one's life.

In searching for a term that could accurately depict the process of attending to the experience of enjoyment, Bryant and Veroff (2007) decided to use the word *savoring*. The term denotes a process and represents the counterpart of coping.

It entails an active behavior and acknowledges the interaction between the person and their environment, with a focus on the experience of delight in its broadest sense (Bryant & Veroff, 2007).

Three Types of savoring

1. Savoring the past, also known as *reminiscence*. For example, remembering funny moments from school with a friend.
2. Savoring the present or *savoring the moment*. For instance, enjoying a new meal by drawing your attention to the flavors and smells.
3. Savoring the future, also referred to as *anticipation*. For example, visualizing the trip you have planned with your partner for this upcoming weekend.

Three Levels of savoring

1. Savoring Experiences

It refers to the overall experience while intentionally focusing your attention on appreciating positive events. It includes sensations, emotions, perceptions, thoughts, and behaviors that are linked to the particular environment in which you are immersed. An example of this level is sitting at the beach feeling the ocean breeze while watching the sunset.

2. Savoring Process

This process connects a positive event to positive emotions by modulating different positive states. For example, the process of appreciating a kind action from a stranger regarded as beneficial regulates gratitude as a positive emotional state (Bryant & Veroff, 2007).

3. Savoring Responses

These are the specific behaviors or thoughts emerging as a response to a positive event. These responses regulate the influence of such positive events on positive affect by either amplifying or dampening the intensity and duration of positive emotions.

Differences between Savoring and Other Concepts

According to Bryant and Veroff, savoring may overlap with other terms but has distinctive features.

Here are some of them:

- **Mindfulness**
Although savoring involves mindfulness, it is a much narrower process. Savoring involves intentionally attending to the present experience, specifically focusing on internal or external stimuli exclusively related to positive feelings.
- **Meditation**
Savoring also differs from meditation in that savoring does not aim to transcend the

self, but to focus on pleasant feelings experienced by the self.

- **Daydreaming**

Savoring differs from daydreaming since the latter implies detachment from the immediate environment; savoring implies drawing experiences from that environment.

- **Flow**

Although flow involves enjoyment of the activity in which people engage in, it entails much less conscious attention to the experience than savoring. Additionally, savoring does not necessarily involve challenge.

Seven Benefits of Savoring Life



Positive emotions can expand people's thoughts and behaviors, promoting creativity, social connection, personal resources, and resilience.

Since savoring processes entail the amplification or persistence of positive emotions, it can be positively associated with higher levels of subjective well being (Smith & Bryant, 2017). It is important to note that the benefits of savoring derive from the process and personal experience rather than from the positive nature of the event.

Research shows that gratitude can:

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- Help you make friends. One study found that thanking a new acquaintance makes them more likely to seek a more lasting relationship with you.
 - Improve your physical health. People who exhibit gratitude report fewer aches and pains, a general feeling of health, more regular exercise, and more frequent checkups with their doctor than those who don't.
 - Improve your psychological health. Grateful people enjoy higher wellbeing and happiness and suffer from reduced symptoms of depression.
 - Enhance empathy and reduce aggression. Those who show their gratitude are less likely to seek revenge against others and more likely to behave in a prosocial manner, with sensitivity and empathy.
 - Improve your sleep. Practicing gratitude regularly can help you sleep longer and better.
 - Enhance your self-esteem. People who are grateful have increased self-esteem, partly due to their ability to appreciate other peoples' accomplishments.
 - Increase in mental strength. Grateful people have an advantage in overcoming trauma and enhanced resilience, helping them to bounce back from highly stressful situations. (Morin, 2014).

Most Popular Gratitude Exercises and Activities

There are infinite ways to show our gratitude to others, to ourselves, and to a higher power or even "the universe" itself. However, it can be tough to get started without practical ideas. These gratitude exercises and activities are some of the most well-known and proven ways to practice and enhance your gratitude.

Journaling

Writing down a few things you are grateful for is one of the easiest and most popular exercises available.



Gratitude Jar

The gratitude jar is a stunningly simple exercise that can have profound effects on your wellbeing and outlook. It only requires a few ingredients: a jar (a box can also work); a ribbon, stickers, glitter, or whatever else you like to decorate the jar; paper and a pen or pencil for writing your gratitude notes; and gratitude!

Step 1: Find a jar or box.

Step 2: Decorate the jar however you wish. You can tie a ribbon around the jar's neck, put stickers on the sides, use clear glue and glitter to make it sparkle, paint it, keep it simple, or do whatever else you can think of to make it a pleasing sight.

Step 3: This is the most important step, which will be repeated every day. Think of at least three things throughout your day that you are grateful for. It can be something as benign as a coffee at your favorite place, or as grand as the love of your significant other or dear friend. Do this every day, write down what you are grateful for on little slips of paper and fill the jar.

Over time, you will find that you have a jar full of a myriad of reasons to be thankful for what you have and enjoy the life you are living. It also will cultivate a practice of expressing thanks.

If you are ever feeling especially down and need a quick pick-me-up, take a few notes out of the jar to remind yourself of who, and what, is good in your life.

Gratitude Rock

This exercise may sound a little silly. You may be thinking, “A rock? How can a rock help me practice gratitude?”

The secret to this exercise is that the rock is a symbol, a physical object you can use, to remind yourself of what you have.



The instructions are about as simple as instructions can be: just find a rock!

Make sure to pick one you like, whether you like it because it's pretty because it is smooth or has an interesting texture, or because you picked it up from a special place. If you have another small object you'd rather use instead, feel free to substitute that for the rock.

Gratitude Prompts

Gratitude prompts are a great way to get started, continue your practice, or kick-start a stalled gratitude practice. This is also a relatively simple exercise, with only one instruction: fill in the blank!

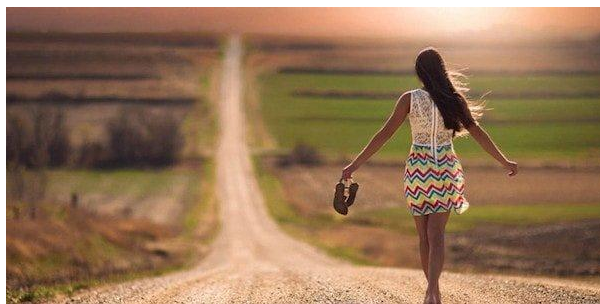
These prompts provide several ways to begin a gratitude statement, with infinite possibilities for completion. They cover multiple senses, colors, people, and things. The goal is to identify at least three things in each category that you are thankful for.

The prompts include:

- I'm grateful for three things I hear:
- I'm grateful for three things I see:
- I'm grateful for three things I smell:
- I'm grateful for three things I touch/feel:
- I'm grateful for these three things I taste:
- I'm grateful for these three blue things:
- I'm grateful for these three animals/birds:
- I'm grateful for these three friends:
- I'm grateful for these three teachers:
- I'm grateful for these three family members:
- I'm grateful for these three things in my home:
- I'm grateful for these three people who hired me:

This simple exercise is a great way to identify all the things you are grateful for.

Gratitude Amble



This exercise only requires your sense of gratitude and a pair of feet or wheelchair.

When you are going through a particularly rough time, try cleansing your mind with a gratitude walk. Just as the combination of meditation and gratitude can combat stress or increase feelings of wellbeing, walking with a gratitude focal point can offer the same remedy.

Walking is therapeutic in itself.

It has health benefits like increased endorphins that decrease stress, increased heart health, and circulation in the body, decreased lethargy, and decreases in blood pressure. Couple this activity with a grateful state of mind and you are bound to nurture a positive mind and body.

The goal of the gratitude walk is to observe the things you see around you as you walk. Take it all in. Be aware of nature, the colors of the trees, the sounds the birds make, and the smell of the plants. Notice how your feet feel when you step onto the ground.

The effects are more potent when you can enjoy a gratitude walk with your partner or a friend. In this way, you can show them an appreciation for being able to spend the time walking together.

Gratitude Reflection

Reflection is an important part of mindfulness meditation and the cultivation of a sense of self-awareness. These practices can lead to an enhanced sense of wellbeing, among other benefits, although enhanced wellbeing is enough of a benefit for most of us.

To practice gratitude reflection, follow these steps:

1. Settle yourself in a relaxed posture. Take a few deep, calming breaths to relax and center. Let your awareness move to your immediate environment: all the things you can smell, taste, touch, see, hear. Say to yourself: “For this, I am grateful.”
2. Next, bring to mind those people in your life to whom you are close: your friends, family, partner... Say to yourself, “For this, I am grateful.”
3. Next, turn your attention onto yourself: you are a unique individual, blessed with imagination, the ability to communicate, to learn from the past and plan for the future, to overcome any pain you may be experiencing. Say to yourself: “For this, I am grateful.”
4. Finally, rest in the realization that life is a precious gift. That you have been born into a period of immense prosperity, that you have the gift of health, culture, and access to spiritual teachings. Say to yourself: “For this, I am grateful.” (Still Mind, 2014)

Gratitude Letter or Email / Gratitude Visit



This might be the most powerful gratitude exercise. Write a hand-written letter to a person you are particularly grateful to have in your life.

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- Be detailed. Express all the wonderful qualities about this person, and how they personally have affected your life for the better. If you have the time, personally deliver this letter to the person yourself.
 - Do it unexpectedly. Your level of gratitude should skyrocket, as you observe the bliss the receiver gets from your generous act. It will probably be one of the greatest gifts you will ever receive.

The positive effects of this gratitude exercise were researched and carried out by Kent State professor Steve Toepfer, Associate Professor in Human Development and Family Studies.

In his 2007 study, his undergraduate students experienced enhanced levels of life satisfaction and happiness, as well as decreased symptoms of depression. Toepfer's goal of this study was to determine the psychological benefits, if any, for the authors of these gratitude letters (Vincent, 2007).

The results of this study are quite straightforward. If you wish to increase your gratitude and happiness levels then intentionally script letters to inspiring people in your life.

If you are feeling down and maybe even depressed, you should most certainly give this practice a try. For an even further joy boost, hand deliver your letter to the receivers so you can witness the receiver's reactions for yourself.

This activity can be either an email or a letter which you can send off in the mail or deliver personally.

Think about a person who has recently done something good for you, to whom you have not yet expressed your gratitude. This person may be a friend, family member, coworker, teacher, or mentor.

Try to pick someone who you can visit within the next week if you are practicing the visit component.

Next, write them an email or letter. Use these guidelines to write an effective and grateful letter:

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- Write as though you are addressing the person directly.
 - Don't worry about getting your grammar or spelling perfect (unless you are sending the email/letter to them).
 - Describe what this person has done that makes you grateful, and how they have impacted your life. Be as concrete as possible here.
 - Describe what you are doing in life now, and how frequently you remember their act of kindness or generosity.
 - Try to keep your letter to about 300 words or so.

If you are writing an email or a letter to be mailed, go through the letter to make sure it is clear and you get the intended message across. Hit the "send" button or drop it in a mailbox.

If you are delivering your letter in person via a gratitude visit, follow these steps:

- Plan a visit with the recipient. Let him/her know you would like to meet with them to share something, but be vague about what you have to share.
- When you meet this person, let them know that you are grateful and that you would like to read them a letter you wrote expressing your gratitude. Ask that he or she does not interrupt you until you are done reading the letter.
- Take your time reading the letter. While you read, pay attention to the reactions of both you and the recipient.
- After you have read the letter, listen to his or her reaction to the letter and be ready to discuss your feelings together.
- Remember to leave the letter with this person when you leave.

If you are located far away from this person, you can arrange a phone call or video chat instead.

Meditation



Gratitude meditations are a double-whammy for wellbeing. You are performing two of the most impactful happiness practices at the same time.

Meditation isn't always easy especially when the mind is aggressively wandering and distracting your attention, but if you practice this kind of mediation consistently be prepared to experience incredible upgrades in gratitude and joy.

Unlike a normal meditation where you intentionally become aware of your breath and keep your mind clear, during a gratitude meditation you visualize all the things in your life that you are grateful for.

It is important to give each person or item the concentration it deserves. You can take the time to go through all the people you are grateful for or all the physical objects you are grateful for.

In order to simplify this and show gratitude for the things that are often taken for granted: the ability to breath, hands to touch, eyes to see, legs to walk and run, etc. There are numerous advantages to meditating. These advantages magnify when you take the time to target your reasons for gratitude.

Collage

This is similar to the gratitude journal, except you are going to take pictures of all the things you are grateful for. This gives you the opportunity to visualize your gratitude.

Try taking a picture of one thing you are grateful for every day for a week. Notice how you feel. Take a look back at the pictures every week. You don't have to find grandiose things to be grateful for. A simple picture of a flower will do.

The more you do this, the easier it will be for you to spot out the things you are grateful for. You will no longer take these simple things for granted.

Perhaps you will document multiple pictures in a day. After a given time period put all your pictures together in a collage and simply be grateful for all that you have.

Topic-2 Kindness Boosters and Empathy Intervention

If you were to ask a child psychologist which character traits are most important for a child's development, kindness and empathy would likely rank high on the list.

While many of a child's daily activities, such as playing, going to school, and interacting with caregivers, will provide natural opportunities for these critical traits to develop, there is much we can do to proactively develop a child's kindness and empathy.

Brainstorm Ideas as a Class (or a family)

Children (and adults) are more likely to be engaged and involved in something they helped create or develop (Dirks, Cummings, & Pierce, 1996). With this concept in mind, brainstorming ideas on how to be kind as a class should instill a sense of ownership in kids that helps them feel excited about practicing kindness.

You can also have students brainstorming on their own by giving each child a notecard and instructing them to write down something nice that someone else did for them recently and how it made them feel. When the students have finished, collect the notecards and read them aloud to help them understand acts of kindness.

Random Acts of Kindness

Once students understand what acts of kindness are, introduce them to the idea of random acts of kindness. Sharing this idea with students can encourage them to show kindness to their friends and family in unexpected ways.

One method is to use complimentary notes or positive sticky notes. Provide the class with a supply of sticky notes and explain that anyone can take a sticky note at any time and write down a compliment for another student. They should sneak the sticky note onto that student's desk when he or she is not looking to make it truly random and fun.

Another method is to use thank-you notes. Give your students some time to write down their appreciation for someone who recently did something nice for them, and encourage them to deliver their notes as soon as they can.

Acts of Kindness Challenge

Challenging your students to a competition can be an effective motivator for increasing kindness. In this challenge, students will recognize when someone does something nice for them unexpectedly and surprise others with random acts of kindness themselves.

Give the students a goal to meet, such as performing three kind acts per week or noticing five kind acts per week. To keep them excited about the challenge, give them star stickers to add to a classroom chart or a paper cutout to stick on a bulletin board when they meet their goal.

While you are encouraging students to be kinder to others, make sure to practice some kindness yourself. Give each student at least one compliment before the end of the day. Before letting your students go for the day, tell them that you purposely complimented each of them during the day and that you noticed a positive change in the classroom mood.

Explain that these positive changes are common outcomes of practicing kindness.

Read Books about Kindness

Depending on how old your students are, you might want to read them one of these age-appropriate books about practicing kindness. For kindergarteners to second-graders, Nancy Elizabeth Wallace's *The Kindness Quilt* is a good book to read and discuss. For more advanced readers, Carol McCloud's *Have You Filled a Bucket Today?* will teach students the idea that everyone carries an invisible bucket that can be filled with compliments and kindness.

Classroom Lessons

Classroom lessons on kindness can also have a big impact on how kind students tend to be. There are many lessons out there of various lengths that utilize different methods of teaching kindness.

For ideas on how to incorporate classroom lessons on kindness into your teaching, the **Random Acts of Kindness Foundation** has several useful lesson plans and curriculums targeted toward a range of different year and age groups on their website.

Rewards and Positive Reinforcement

Finally, you can use rewards and positive reinforcement to encourage more kindness in the classroom. This can be as simple as a moment of praise or a sticker, or something more personal like a kindness card or a certificate of kindness. You can even recruit the other students to help you pass out rewards for students caught being kind.

Many of these can be adapted for use in the home as well as the classroom. However, the most important thing to remember when it comes to teaching kindness is to model the behavior you hope to see in the children—be kind yourself, and they will be more likely to mirror that kindness (Radke-Yarrow & Zahn-Waxler, 1984).

Kindness Activities

A quick Google search will reveal dozens, if not hundreds, of kindness activities for children and students such as:

1. How are you?

How Are You? is a very simple activity, but its potential to encourage a positive emotional state should not be underestimated. Integrating it into your lessons is as easy as asking a single question at the beginning of class:

“How are you feeling today?”

Not only will this let the students know that someone cares about how they are feeling, but it also signals to them that sometimes they’ll be feeling something negative—and that there’s nothing wrong with that.

We can all use this reminder that we are human and are all subject to emotions and feelings that we’d rather not have.

This reminder can be especially helpful for teenagers, who are likely dealing with more intense and **varied emotions** than people of other age groups.

After asking this question, you can instruct students to turn and talk to their neighbor, or share with the whole class.

Starting the day with this activity can get students in the right frame of mind to be more kind and empathetic towards one another, and it can alert you to potential problems with specific students.

2. Group circle



Another valuable activity to encourage good listening skills and empathy is the Group Circle.

Before beginning this activity, choose a “talking piece”—this is an object that is passed around the group and signals that the holder has exclusive speaking rights. You can use a stuffed animal, a small beach ball, or any object that is easy to hold and pass around.

If you can, remove the desks or tables from the classroom. If this is not possible, you can either push the desks and chairs to the perimeter of the room, arrange the chairs in a circle, or sit on the floor with the whole class.

Tell your students that in the Group Circle, only one person may talk at a time and everyone else must listen quietly and respectfully.

Show the class the talking piece and explain that only the individual holding the talking piece may speak.

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- First, have the students pass the talking piece around the circle as a way to check in with each student. This is a good opportunity for everyone to practice holding and passing the talking piece, as well as an opportunity for students to say a few quick words about how they are feeling or what is on their mind.
 - As the teacher/facilitator of the activity, introduce a topic or ask a question that you would like the circle to respond to. However, after you have sparked the conversation, make sure to take your seat in the circle, and become a member rather than a leader.

This activity can be a good way to start the day, end the day, or simply encourage community and kindness at any time.

It is especially useful after something particularly emotional or traumatic happens, whether that event took place in the classroom, in your city, or on another continent.

The **Group Circle** exercise helps students relate to one another, and it can encourage students to accept and share feelings that may be difficult to talk about.

3. Nice things

This is a quick and easy activity you can try with children of nearly any age. It's an especially good idea to use this positive, mood-boosting activity to start class (or your day, if you're at home).

Instruct each student to turn to one of their neighbors and tell him or her something good. Specifically, you can have them finish one of these positive "talking stems," or prompts:

- One nice thing in my life is...
- Something nice that happened is...

Encourage the kids to be creative with their "nice thing," but if they're having trouble coming up with something, assure them that the nice thing can be as small as eating something they liked for dinner last night.

Once all students have shared a nice thing with their partners, open it up to the entire classroom. Ask for volunteers who would like to share their nice things with the class, or volunteers who have given their neighbors permission to share their nice things for them.

This is an excellent activity to get kids in a positive mood, and it's appropriate for kids of all ages—even teenagers can find at least one good thing in their lives.

Sharing the nice thing will put the students in a more positive frame of mind, and sharing something personal and positive with others will make them feel heard and affirmed by others.

4. Silent Appreciation



If you're more interested in getting kids writing than talking, this is a similar activity that can get everyone in a more positive mood.

Given the nature of the silent appreciation activity, it will only be suitable for classes where everyone has at least some writing ability—so it likely won't work for a classroom of preschoolers.

First, you will need to put together a handout with sentence stems (or prompts) on it:

- One cool thing I've learned from you is...
- I admire your personality because...
- I am so grateful that you do/are...
- I have confidence in you when...

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- Some great things about you are...
 - I think it's great the way you...
 - I enjoy spending time with you because...

Make sure to leave plenty of room for students to finish these sentences, especially if they are younger writers. Next, pass out the handouts and ask each student to write only their name at the top of the paper. Collect the handouts and pass them out once again, randomly this time. Make sure each student received a different student's handout.

Instruct the students to be silent for a few minutes while they write something about the person whose handout they received. They can respond to just one sentence or several if they have more good things to say about the person.

After a few minutes are up, have each student pass the handout to another student (not the handout's owner, yet). Encourage the students to complete whichever sentence stem calls to them, whether another student has completed it or not.

After doing a few rounds of this, pass all of the papers back to their owners and give them a chance to read all of the nice things their peers have written about them.

If you would like to continue the positivity, you can ask for volunteers to share one or two of the nice things on their handout. It will make the reader feel good, the writer feels good, and encourage everyone to be a little more positive.

5. Thank You post

Another activity that can help students practice their writing while injecting a little positivity into the classroom is called *Thank You Post*.

First, create a "postbox" to leave in the back of the classroom. This can be an opportunity to get creative and make a postbox that reflects the class, or you can have the class help you create the box. For example, you could have the class vote on a theme for the postbox, or each student could pick out one small space on it to decorate however he or she would like.

Wherever you place the postbox, make sure to leave small slips of paper or sticky notes nearby.

Tell students that they can use the box to write down positive messages, thank you notes, or messages of appreciation or encouragement to their fellow students or the teacher, teaching assistant, or another adult in the classroom.

The students may need some examples of what to write. Model what a good appreciation message sounds like by reading a few sample messages out loud with the class.

You have a couple of options when it comes to reading the notes of appreciation:

1. You can open up the Thank You Post every few days and read all the notes, or “mail”, to the class.
2. You can take out a few notes and read them to the class every day (early in the day to encourage positivity in the classroom or late in the day to end class on a positive note).
3. You can give students a set amount of time to contribute to the postbox, then distribute the notes to their intended recipients at the end of that period (i.e., the last class before winter break or summer vacation).

You can choose any of these methods or create your own method that works for your class. The important thing is that each student should eventually get to hear or read a note of thanks or appreciation that someone has written about him or her.

This activity encourages students to be kind to one another and to be on the lookout for positive things to write down and slip into the Thank You Post.

6. Here's to...

If you have a particularly chatty class or a class that hasn't mastered writing yet, this *Here's To...* activity can be a good substitute for the *Thank You Post*.

Your students will likely need some modeling to get comfortable with this activity, especially if you have a lot of shy kids in your class. Plan at least a couple of weeks of modeling these mini “toasts” before encouraging your students to join in.

There are many ways to start a *Here’s To* (Student) toast, but three positive sentence stems might include:

1. *I truly enjoy how . . .*
2. *Here’s to..., for their amazing. . .*
3. *I’d like to give a mention to . . .*

Use sentiments like these to thank students for their contributions, praise them for a job well-done, or call out an act of kindness.

Eventually, your students may pick up on what you’re doing and start making their own *Here’s To...* toasts. However, you may need to specifically encourage them to join you in calling out fellow students for praise or thanks.

This activity can be a great way to end the day. Spending just a few minutes on it at the end of class can boost everyone’s mood, give students a chance to publicly appreciate one another, and send students home riding a wave of positivity and kindness.

7. Partner up



This fun and easy activity will encourage your students to help one another. It’s as simple as assigning each student a partner—you can let the students pick their own partners, you can choose a companion for them, or you can alternate between both methods.

If your students tend to stick with their existing friend groups or cliques, assigning a buddy rather than letting them choose may be more effective. You don't have to use the word "partner"; instead, pick a word that fits well with your class's interests.

If you have a lot of young kids who aspire to become pilots, you can use the term "co-pilot." If your classroom is an older one with a good sense of humor, you can say they will pair up with a "wingman" or "wingwoman."

Whatever terminology you choose, the activity is the same—students will work with their partners and turn to their partners first when they need help. For example, if a student missed a day of class and needs copies of handouts or lecture notes, she should first ask her partner.

Or, if a student is having trouble with a concept that's being taught, he/she should first check in with his/her partner to see whether he/she can explain it before asking another person.

You've probably noticed a theme—whatever issue or problem a student is having (unless it's an emergency), he/she should first work one-on-one with a partner to attempt to solve it. If that fails, the student can ask the teacher.

To make sure students get a chance to work on their relationship skills with a wide range of people and personalities, have them switch buddies regularly. They can find a new partner each week, every other week, every month, or any period of time that works for your class.

This activity will give your students ample opportunity to build communication skills, practice accountability, and be kind to one another.

How to Teach Empathy to Children and Adults



There are also many ways to teach empathy to children, a construct that is similar to yet distinct from kindness.

While kindness involves acts of goodwill, smiles, and positive words, empathy is about earnest listening, relating to one another, and putting yourself in someone else's shoes. There are many ways to introduce, discuss, and encourage empathy in the classroom, including tackling empathy directly by including it in the curriculum.

For example, if you teach language or arts, let the class define empathy and identify characters in literature who demonstrate empathy. On the other hand, if you teach public speaking, highlight the importance of empathizing with one's audience—students should think about who their audience is and how to best relate to that audience before stepping to the podium.

You could also take some concrete steps to inject your classroom with a culture of empathy, steps like (Crowley & Saide, 2016):

- Reading stories from the perspective of characters similar to your students
- Following a student schedule for a day
- Surveying students frequently to help students understand what is in the minds of their peers.

Just as modelling kindness is vital to teaching the concept to students, so is modelling empathy. The most important thing you can do to encourage empathy in your students is to use empathy yourself, whether with your students, teachers, or even with fictional characters.

Show your students how to be empathetic towards others, even if you do not agree with that person or are not necessarily sympathetic towards them.

As noted earlier, it is vital to start teaching kindness and empathy early on, but adults are also capable of increasing their capacity for empathy.

Practicing Empathic Listening

This is a very useful exercise that can encourage empathy in people of all ages. Therapists are advised to begin with an explanation of what empathetic listening involves – use these main elements to give a good flavor for the approach as a whole:

- Keep one's comments and opinions to oneself – concentrate on not talking while the other person is talking.
- Maintain good eye contact and pay attention.
- Pause when required.
- When the other person stops talking, try to paraphrase key words or translate what he/she has said.
- Remain focused when the other person is talking.
- Considering their perspective – that is, listening in order to fully understand what the other is saying rather than preparing your reply.
- Communicating non-verbally with encouraging body language (such as nodding), while being aware of their non-verbal cues.

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- Identifying or reflecting the speaker's feelings, for example, you can say, "You sound angry," or "You seem to be upset."

Empathy Bingo



This worksheet can be completed individually or in a group setting. It requires some preparation, but it can be extremely helpful in differentiating between empathy and other responses.

Copy the following words to pieces of paper. The twelve squares should read:

- Advising
- One-Upping
- Educating
- Consoling
- Storytelling
- Shutting Down
- Sympathizing
- Interrogating
- Explaining
- Correcting
- Fixing it

- Empathizing

If you are leading a group through this exercise, you can simply read through the dialogue between two people (labeled “A” and “B”) and instruct the group to decide which square corresponds with which conversation.

If you are working through this worksheet on your own, have a friend write down the dialogues on a separate sheet of paper (so you don’t inadvertently see the correct pairings) and work through the activity by matching the reactions to the conversations.

The dialogues include back-and-forths such as:

A: I’m worried about having enough money to pay my bills this month.

B: I’ll loan you the money.

A: Look at my scar from the cycling accident.

B: That’s nothing, you should see the one I have on my knee.

A: I got caught in traffic for two hours in 100-degree weather and no air conditioning.

B: That reminds me of the time . . .

As you can see, each of these dialogues displays a reaction we may have when someone shares with us.

None of the three examples included here showcase empathy, but each dialogue models a particular type of reaction so that you have a chance to see them in action.

In case you are wondering, the first dialogue corresponds to “Fixing It,” the second corresponds to “One-Upping,” and the third corresponds to “Storytelling.”

This exercise can help you or a group to learn about the different ways we can respond to a friend in need of empathy, and why empathy is usually the best choice.

Other Fun Empathy Exercises for the Classroom

Aside from all of the activities and exercises mentioned already, there are a few other fun exercises that can help your students build empathy such as *Empathy Race*, *Book Synopsis* – and *Storytelling*.

Amazing Empathy Race

This activity involves the whole school, including staff members. Students are divided into teams and follow clues to activity stations that are set up throughout the school, with envelopes containing prompts and materials for the students to work with.

There are many different activities you could use here, but one good example is to provide students with a clue about a staff member. When they guess who the staff member is, they head to that person's office to collect the next activity—conducting an interview and listening with compassion to the staff member.

This is a large-scale exercise, to be sure, but the payoff can be enormous in terms of enhancing empathy in the entire school.

Sculpting stories

This exercise involves students interviewing a person of their choice (inside or outside the school) and creating visual representations of what they learned. This will encourage students to practice active and compassionate listening, to put themselves in another's shoes, and to share their stories with others.

Topic-3 Optimistic and Meaning Oriented Interventions

I. What is Optimism?

Optimism is the belief or hope that outcomes will generally be favourable and that a person is responsible for their happiness. It is an attitude reflecting a belief or hope that the outcome of some specific endeavor, or outcomes in general, will be positive, favorable, and desirable

Ever heard the expression 'the glass is half full?' It usually refers to how optimistic people see the world. But, what does it mean?

Imagine that you are at a restaurant with a friend when the waitress brings out your drinks. You and your friend both notice that the waitress only filled your cups of soda halfway. Your friend is visibly upset and states that the cups are half empty and don't contain enough soda. You tell her that she is wrong, the cups are actually half full and contain enough soda to last for at least the first portion of your meal. Your response is to look on the positive side of the situation and is an example of optimism.

Optimism is a form of positive thinking that includes the belief that you are responsible for your own happiness, and that more good things than bad will continue to happen to you. Optimists believe that bad or negative events are rare occurrences and that it is not their fault when something bad happens but is due to something external.

For example, an optimistic person who is dumped by his/her friend does not blame himself/herself, but instead may believe that the relationship just wasn't meant to be. People who are optimists tend to focus on the positive side of things rather than the negative. The opposite of optimism is known as pessimism.

II. Optimistic Interventions

Optimistic interventions create positive outcomes by setting realistic expectations. An example of an optimistic PPI is the 'Imagine Yourself' test where participants are asked to note down where they see themselves in the future.

Evidence suggests that although this may seem to be an easy task, non-directed imagination is a great way for people to understand how positive they are about themselves and others in life (King, 2001).

Another interesting optimism oriented PPI is the Life Summary technique that was administered by Seligman, Rashid, and Parks in 2006. This practice involves assuming that we are happy and prosperous in our lives and writing a summary of our lives based on that assumption.

The review focuses on our strengths, our achievements, and all the fruitful aspects of our lives so far. The method works exceptionally well in gaining insight into where we are going wrong in our daily lives and what we can do to pursue the ideal life we want to.

III. How to Apply Optimistic Intervention in Life?

1. Create Some Positive Mantras

While many of us believe our happiness – or lack thereof – is based on external things, we're often the ones holding ourselves back. Many of us go through our days feeding ourselves negative messages we may not even be aware of, convincing ourselves we're "not good enough", "not clever enough" or "not attractive enough". To start thinking more positively, you need to change these messages. Try to look out for negative thoughts that pop into your head and replace them with positive messages.

2. Focus On Your Success

Most of us are happy to acknowledge other people's successes and accomplishments. However, when it comes to our own, we frequently play them down or ignore them entirely. To start thinking more positively about yourself, you need to regularly remind yourself of what you have – and can – achieve. Stop listening to your inner critic, reflect on your past achievements, and start to really appreciate your success and what you have to offer.

3. Get a Role Model

If you want to become an optimist, it can help to find yourself a positive role model. Whether it is a colleague, close friend or even a celebrity, think of the most unflappable, cheerful person you can. For the next few weeks, do an experiment and try to take a walk in their shoes. Whenever negativity starts creeping in or you find yourself in a difficult situation, think: "what would (insert name of chosen optimist) do?" Answer honestly, then try to follow suit.

4. Focus On The Positives

It is important to remember that it isn't events themselves that make us unhappy, it is our interpretation and reaction to them, and while you can't always change events, you can change your response. When negative situations occur, try to reframe them by focusing on the positives or what you can learn from the situation. Maybe you have gained inner strength and resilience, grown closer to a friend through sharing your heartbreak or learned something about yourself. Try your best to focus on what you have learned and gained from your experience rather than focus on what you have lost.

5. Don't Try to Predict the Future

When things don't go right in life, optimists tend to view each incident as an isolated event, while pessimists often look out for patterns of bad luck and think "if it happened

once, it'll happen again". However, it is important not to try to predict the future based on what has happened before. Remember that a failure in plan or relationship doesn't make you a failure and just because something disappointing has happened once (or more) it doesn't mean it will happen again.

6. Surround Yourself with Positivity

Spending time with negative people who continually see the bad in every situation is a sure-fire way to ensure you continue to feel negative too. To help you stay feeling optimistic, you need to surround yourself with positive people who help you to appreciate the good in situations and in life in general. This also applies to other influence in your life such as music, literature and movies – surround yourself with positive influences and see the effect it has on your state of mind.

7. Keep A Gratitude Diary

When something negative happens, it never fails to escape our attention. The alarm clock doesn't go off or your car doesn't start, leaving you in a foul mood for the rest of the day. However, how often do you stop and notice all those times your alarm clock did go off or your car did start? To change your focus and thinking, make a conscious effort to start reflecting on all the things that go right and that you have to be happy about by keeping a gratitude journal each morning or night, listing all the things you have to be grateful for that day.

8. Challenge Negative Thoughts

Often our negative thoughts are based on little more than our own fears, doubts and low self-esteem. To help you overcome them, you need to constantly challenge your negative thoughts. Next time you start to feel negative, write down what your feelings are, then write down your arguments for and against these thoughts. Ask yourself what's the evidence that these thoughts are true? What's the evidence that they are not? You could

even try purposely acting the opposite of how you feel and seeing what happens. You may find that your negative predictions don't come true after all.

9. Focus on the Solution rather than the Problem

Pessimists tend to focus on problems while optimists look for solutions. While it is tempting to dwell on your problems or disappointments, remember that this will not change your situation. The situation may not feel great and it may not seem fair, but what has happened has happened, whether you like it or not. Rather than reflecting on what could have been, let go of regrets and negative thoughts, get proactive and start planning where you can go from here.

10. Fake It

Optimism isn't something that comes naturally to all of us, and you may find that it takes time to change your mindset. In the meantime, try putting the action before the feeling and faking a more positive outlook. Studies have found that it is possible to trick yourself into feeling happier by going through the physical motions. So, rather than going with your natural instinct, try smiling and laughing more and speaking in a more positive tone. Acting the way you want to feel will help you on your way to becoming an optimist.

11. Don't Dwell on the Past

What is gone is gone, and how you deal with the aftermath is the most important thing. There is no point apportioning blame, either on yourself or others. You have the power to change a situation and move on. It is so easy to say 'I should have done things differently' with the benefit of hindsight. However, if bad things have happened, look at tomorrow as exactly what it is — a new day — in which good things can happen, if you let them.

IV. Meaning Of Life

“What is the meaning of life?” is one of the most fundamental and ultimate questions that has captivated the greatest minds of humankind for centuries. To live with meaning seems to be the ultimate goal. The answers, as varied as they come, go back to the very beginning of things—to our existence, to the reasons why humans were “created,” to our quest for self-improvement, and, of course, to religion. There is hardly a shortage of interpretations of what the “good life” is about, what makes us happy and fulfilled, and what we can do to get to this coveted state.

If you talk to a scientist—say, a physicist and biologist—about the purpose of our being, they will likely tell you the fascinating story of the Big Bang, the origins of the universe’s existence, and the evolution of the species to where we are today. But evolution is not what really drives us and makes us want to keep living and persisting through life’s adversities, is it? It is a whole lot more than this. It is what makes us human—our minds, our sense of self-awareness, our ambitions, dreams, and goals.

So, when you want to find the meaning of life, you should read the works of Viktor Frankl and Albert Camus and actually think along the lines of your values, progress, community, family, and, yes—reproduction.

V. Meaning Oriented Intervention

How can we go about finding our meaning? First, there is no single panacea to the sense of living without meaning. Finding meaning is ultimately a personal journey. What brings meaning to one might not bring meaning to the other. However, this doesn’t mean that the techniques used to find meaning won’t be helpful. Viktor Frankl supported the notion that finding meaning is a unique journey when he wrote in *Man’s Search for Meaning*:

Man’s search for meaning is the primary motivation in his life and not a “secondary rationalization” of instinctual drives. This meaning is unique and specific in that it must and can be fulfilled by him alone; only then does it achieve a significance that will satisfy his own will to meaning.

With this mind, consider the following suggestions in your quest to find meaning:

1. Foster a Passion (Purpose)

Vallerand argues that either motivation or passion drives our desire and interest in activities.

Motivation is useful for activities that are considered dull (e.g., washing the dishes), whereas *passion* is the driving force for activities that have significance for us.

Passion can be negative or positive, however. Negative passions, referred to as obsessive passions, are maladaptive and lead to unhealthy behaviors; these types of passions should be avoided. On the other hand, positive, harmonious passions improve our behavior and lead to optimal functioning. Vallerand found that people who had more harmonious relationships with their passions also had stronger relationships with the people who shared their passions.

2. Develop and Foster Social Relationships (Purpose, Significance)

Making connections with other individuals and maintaining these relationships are reliable ways to develop a sense of meaningfulness (Heintzelman & King, 2014).

People who report fewer social connections, loneliness, and ostracism also report lower meaningfulness (Williams, 2007). Sharing your passions with a group of like-minded individuals also helps further develop harmonious passions, which, in turn, can generate a sense of meaningfulness (Vallerand, 2012).

3. Relationships that Increase Your Sense of Belonging (Significance)

Although social connections are important, not all social relationships are equal. Make sure to focus on relationships that make you feel like you 'belong' (Lambert et al., 2013), where you feel like you fit in with the members of that group, and where there is group identification.

Participants who were asked to think of people with whom they felt that they belonged reported higher ratings of meaningfulness compared to participants who remembered

instances when they received help or support, or instances when they received positive compliments or statements of high social value (Lambert et al., 2013).

These findings also tie in with the negative impact of ostracism on the sense of meaning (Williams, 2007). If you feel like you don't belong, then you have a lower sense of meaningfulness.

4. Monitor your mood (coherence)

Experimental laboratory studies have demonstrated a temporal relationship between positive mood and sense of meaning. Inducing a positive mood results in higher reports of meaning (for a review, see Heintzelman & King, 2014).

Managing your mood can be difficult. However, there are some techniques that you can use; for example, make time for interests and hobbies, get enough sleep, exercise regularly, eat healthily, and consider developing a mindfulness practice (e.g., through meditation).

5. Take control of your environment (coherence)

A cognitively coherent environment can boost ratings of meaningfulness (Heintzelman & King, 2014).

Heintzelman and King (2014) suggest that routines, patterns (which could refer to your behavior and the behavior of your family), time blocking, and clean environments can all contribute to an increased ability to make sense of one's environment, which in turn can lead to an increased sense of meaningfulness.

Simple ways to induce a cognitively coherent environment would be to implement a fixed routine, schedule time for unexpected tasks (e.g., "emergencies" delivered via email), formally schedule downtime for exercise and passions, and maintain a tidy environment (in other words, your desk is not the place for all those dirty coffee mugs).

However, do not be unreasonable with your expectations of your environment. Unexpected challenges will pop up. Your child might have a meltdown, or you might drop a box of eggs on the floor, but these experiences will have less of a negative impact if you already have a sense of control over your environment.

VI HOW TO APPLY MEANING ORIENTED INTERVENTION ???

It can be easy to run through the maze of life without pausing to think of its meaning...

How to live a meaningful life?

Does what I'm doing matter? More importantly, does it matter to *me*?

Feeling that what you're doing has a real purpose and meaning that matters to *you* can make a huge difference in your life. It makes getting up each day the most exciting thing in the world.

You can't wait to get started. Forget trying to force yourself to work hard, it becomes more important to remind yourself to take breaks to eat!

But how can we cultivate a more meaningful life?

The answer is usually complicated. It can depend on many factors.

I've written down 10 ideas that I believe will help you find meaning in your life every day, so that you can't wait to get up in the morning and see what the day will bring.

1. Know What's Important

Know what's important *for you*.

Write down your top 5 things that you believe are the essence of how you want to live life. This can include things like "family time," or "sing every day." It could also include more complex ideas, like "honesty" and "simplicity."

2. Pursue Your Passion

I believe everyone should pursue their passion in life. It's what makes life worth living, and gives our lives true meaning and purpose.

Each time you work on something you love, it creates joy inside you like nothing else. Finding a way to use your passions to give back to the world will give your life ultimate meaning.

If you can't manage (or aren't ready) to work on your passion for a living, be sure and make time for it every day. By working on your passion and becoming an expert in it, you will eventually have the opportunity to make money from it. Be ready to seize that opportunity!

3. Discover Your Life's Purpose

If you had to give yourself a reason to live, what would it be? What would you stand for? What principles do you hold highest? Is your life's purpose to help others? Is it to inspire others with great works of art, or your words?

Finding your life's purpose is a daunting task, and when I first heard the idea, I had no idea where to start. For methods on discovering your life's purpose, I recommend reading the article *What Makes Life Worth Living and How to Get Motivated and Be Happy Every Day When You Wake Up*.

4. Be Self-Aware

Be aware of yourself and your actions. Remain mindful of what you do at all times, and make sure you are living life according to your principles, your life's purpose, and what you are passionate about.

Review your actions each day, taking stock of those that strayed from your path. Work towards correcting any incidents in the future.

Meditation is a great tool for accomplishing this task. It helps us increase our self-awareness throughout the day.

5. Focus

Rather than chasing 3 or 4 goals and making very little progress on them, place all of your energy on one thing. Focus. Not only will you alleviate some of the stress associated with trying to juggle so many tasks, you will be much more successful.

Learn How to Stay Focused on Your Goals in a Distracting World. Try and align your goal with something you are passionate about, so that there will be an intrinsic drive to work hard and do well.

6. Spend Money on People More Than Things

Often, we are faced with wanting to buy material goods.

I recommend you consider carefully what you purchase, and think more about spending your money on experiences with friends and family. Not only will this give deeper meaning to your life by focusing on your relationships rather than material wealth, but you will be a happier person as a result.

7. Live With Compassion

Both for yourself, and others. Keep in mind the following quote:

For some, compassion is the purpose of life, what gives it meaning, and what leads to ultimate happiness.

8. Find a Way to Give Back

Do something that both honors your beliefs and passions, while giving something back to the world.

By giving something back, we inevitably find purpose in the act. By cultivating more of these activities, you will find your life has more meaning and purpose behind it.

9. Simplify Your Life

By simplifying your life, you'll have more time to do what fulfills you and gives your life meaning. It can also help reduce stress and make your overall life easier to manage. It can also greatly improve your productivity.

If you've never tried to simplify things before, it really is a great feeling. Here're some tips from Leo Babauta: [72 Ideas to Simplify Your Life Today](#)

10. Set Daily Goals

In the morning, before you start your day, create a list of 3 goals that you find fulfilling and meaningful. Make sure they adhere to your set of principles and beliefs.

Tackle the hardest things first! Don't make this list too long. By placing too many things on the list, you'll feel the urge to multi-task, which is not good, or you'll feel overwhelmed, which isn't good either.

By trying to do less, you'll end up doing more.

The Bottom Line

Doing all of these things at once may seem daunting, but you can pick one thing at a time and slowly incorporate the ideas into your life.

Life is about the journey, not the destination. Living a life of purpose gives both fulfillment and meaning to your journey.

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Mahatma Education Society's

Module-3 Roots for Resilience

“Traditions are the guideposts driven deep in our subconscious minds. The most powerful ones are those we can’t even describe or be aware of.”

– Ellen Goodman.

Video Link 01 – <https://youtu.be/sKpBJjsZ7EE>

Psychological resilience is the human ability to bounce back better from misery. Resilient people not only recover from their setbacks, but also find a meaning in their suffering. As a result, they grow from it. Resilience is important because:



It enables us to develop strategies to shield ourselves against catastrophic experiences.

It helps us to hold on steadfast in our lives during the traumatic and stressful times.

It serves us to guard ourselves from some serious mental health issues as depression and suicide.

There are many similarities between Positive psychology and the teachings of the ancient Indian Scriptures, the roots of our culture and resilience. Knowledge about the past helps us to find out what works in indigenous cultures and traces its roots in traditional wisdom. There is a cultural impact witnessed when research was conducted on how young students perceive, accept, and tolerate violence. The need of the hour is to present the teachings of Indian scriptures to be understood and accepted by today’s youth. Cultures have a major role to play in defining the way people behave, the kind of belief systems and values they possess, and the kind of coping mechanisms they create.

The significant results for the Indian intervention also suggest that when it comes to character strengths and positive constructs, cultural differences are important factors.

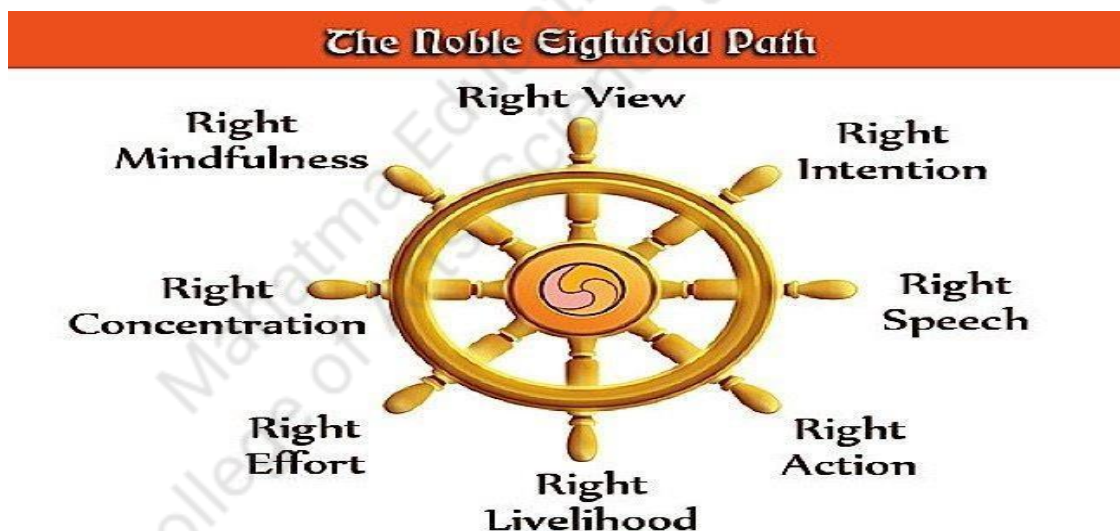
Evidence of the importance placed on happiness and thriving in Indian history and culture is reflected in common salutations used in everyday life such as “*khush raho*”. Culture is a source of strong resilience and universal teachings of our gurus is the most vivid evidence for the concept.

Topic-1 Life enhancement Strategies

“Resilient people are adept at seeing things from another person’s point of view.”

Buddha was the most psychological of history's noted spiritual teachers. When asked about the existence and character of God, he replied that he was not interested in that question, but the nature of suffering and how to decrease it, in this life, was the essence of his teachings. His main concern was how to live a good and satisfying life that benefits us and others.

Eightfold Path to Enlightenment: Mahatma and Buddha



RIGHT VIEW: Know the truth

Helpful and beneficial understanding is sometimes translated as "knowledge." The term

"understanding" seems to leave more latitude for thinking in terms of a broader conception of wisdom. This principle is concerned with the content and direction of your thinking.

RIGHT INTENTION: Free your mind from evil

Helpful and beneficial motives are concerned with the character and quality of the emotional drives that underlie your thoughts. Beneficial thoughts and actions are usually based on beneficial motivation. You move away from suffering from emotional blocks that interfere with clear thinking. Be willing to work through and let go of any old emotional and motivational reactions that may obstruct your clarity of thought and perception.

RIGHT SPEECH : Say nothing that hurts others

Helpful and beneficial speech is free from a commitment to being "right," from dogmatic or authoritarian statements, from self-righteousness, and from trying to make yourself better by putting yourself above others and causing them to feel less. Such speech avoids gossip, malicious talk, back-biting, slander, talk intended to stir up people's hatred or violence, telling secrets told in confidence, judgmental put-downs and other forms of exhibiting one's egotism. Beneficial speech requires an ongoing effort to be honest with the self. We listen more, when we speak less.

RIGHT ACTION: Work for the good of others

Helpful and beneficial action- "Never cheat anyone and always remain honest," advises the Dalai Lama. This noble truth is based on recognition of the omnipresence of karma. Instead of simply hanging out in enjoyment of the enlightened state, comes back to help others to achieve their goals.

RIGHT LIVELIHOOD: Respect life

Helpful and beneficial livelihood does not cause harm to others or to you. It is a livelihood that is consistent with your nature and that can facilitate your development.

RIGHT EFFORT: Resist evil

Helpful and beneficial efforts involve cultivating skillful, peaceful habits of mind—especially insight, intuition, and will-power. Insight helps us perceive our usual and habitual states of mind that are useful and valuable to preserve or strengthen our effort.

RIGHT MINDFULNESS: Control your thoughts

Helpful and Beneficial Mindfulness is the essence of awakening. It enables us to see clearly and directly the truth of our experience in each moment.

RIGHT CONCENTRATION: Practice meditation

Helpful and beneficial concentration helps in "cultivating a steady, focused, ease-filled mind." Right concentration refers to concentrative meditation, the cultivation of mental discipline that further strengthens our ability to be mindful. This can help us move away from "money mind" to the ability to maintain a clear and steady focus of our attention and awareness

Link for Videos:

1. <https://youtu.be/wbDNlTXatp4>
2. <https://youtu.be/cKvTzKTnpoc>

Topic-2 Exploring Positive Culture

"Never say 'No', never say 'I cannot', for you are infinite. All power this within you"

– Swami Vivekananda

Video Link - <https://youtu.be/c6NGgtI3LpE>

Every year, National Youth day is observed in India on 12th January to commemorate the birth of Swami Vivekananda, the young leader, who is credited with disseminating the essence of Indian spirituality to the Western world and had immense faith in the power of youth . By upholding the teachings of universal values of tolerance, acceptance and coexistence of different faiths, cultures and beliefs, he reinstated a sense of pride among all Indians in their cultural heritage. What makes Swami Vivekananda the ideal role model for youth is the fact that he motivated the individuals to be strong in body, mind and spirit. He

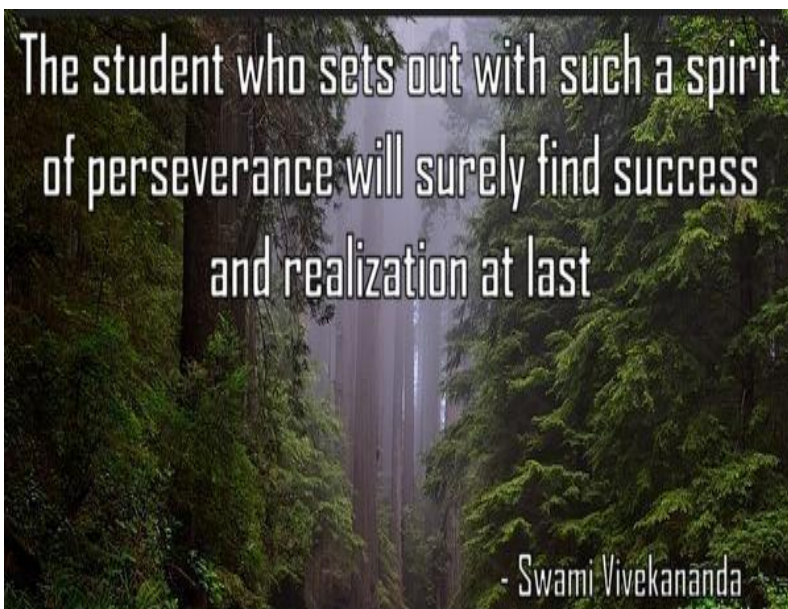
envisioned India as a country with energetic youth who will rebuild a modern nation on foundations of Vedic spiritual ideas.

“The supreme value of youth is incalculable and indescribable. Youth life is the most precious stage of life. It’s the time to decide your future and values. Young people are imbued with energy, freshness and vigour. Vivekananda highlighted the philosophical and spiritual legacy of India and became an advocate of scientific, artistic, social, and

political thoughts of the modern West. He travelled all over India and then realised the problems of people belonging to different strata of the society. He travelled to Western countries to disseminate the spiritual culture of India. He combined scientific and technological advancements of the West with humanism of Indian culture.



Many inspirational leaders have quoted Swami Vivekananda and followed his philosophy in life. Rabindranath Tagore says “If you want to know India, study Vivekananda. In him everything is positive, and nothing is negative”. Subhash Chandra Bose states, “Swami Vivekananda harmonised the East and the West, religion and science, the past and the present.” Indian culture has realised the significance of self-respect, self-reliance and self-assertion from his teachings. Mahatma Gandhi said that the writings of Swami Vivekananda taught him to love India even more. The Prime Minister Minister of India, Narendra Modi, stated that Swami Vivekananda was all for innovation and for new discoveries he wanted our youth to be job givers and not job seekers. We shall remember the clarion call to youth given by Swami Vivekananda “Arise! Awake! Stop not until the goal is reached!”



Regardless of how well we adapt to any cultural environment, we always need to remain aware of our own roots — the values and beliefs we were brought up with, the worldview that was ingrained into us, the experiences that we had throughout our lives and the characteristics that make us who we are. Motivation, success, and feeling valued are what drives individuals, at any level and in any profession. In the social setting, it is critically important that we celebrate and recognize the outstanding things that our

community accomplishes, both inside and out of our private space.

Cultural differences can interact with positive psychology to create great variations that potentially impact positive psychology interventions. Culture influences the way people seek psychological help, their definitions of social structure, and coping strategies. There are two main approaches to cross-cultural positive psychology. One perspective, termed 'culturally-free' believes that there are numerous human strengths that are valued universally, and that the pursuit of happiness is common across cultures. Proponents of this perspective consider their approach as descriptive and objective, claiming its results

"transcend particular cultures and politics and approach universality". The proponents of the second perspective believe that values are culturally embedded.

Video Link - <https://youtu.be/soEffzv361g>

Points to Discuss

Value Everyone's Journey



provide an environment where everyone can flourish.

Link No - <https://youtu.be/t07s6K94c7E>

Encourage Risk-taking

If you want to create a positive culture of innovation, think about how you encourage and reward risk-taking by your staff and students. Do you start with a 'yes' and try to help new ideas become realities, or do you start with a 'no' and list the reasons why something new and different would not work?

Model the Behavior You Expect from Others

We set the tone through our words and actions, and [we] should take every opportunity to model the behaviors we expect from others. Culture is built through every interaction we have with our students, staff and families, and those interactions must be optimistic, inspiring and supportive. The most effective superintendents understand the power their

words and actions have in creating a culture that serves as the foundation for high levels of learning for students in our educational institutions.

Support Others and Never Lose Your Humor

Begin by ensuring that every member of the faculty and staff feel that they are supported by leadership in a professional community that values innovation, growth and collegiality. Teachers and administrators who feel professionally stimulated and supported are more present for their students and actively seek ways to engage them creatively and positively. Provide a robust approach to social-emotional learning with students that nurtures a growth mindset, builds positive relationships with adults and peers, and fosters the emotional safety necessary for students to focus on their learning.

And, of course, never lose your sense of humor. Lightheartedness is infectious.

Do the Little Things that Go a Long Way

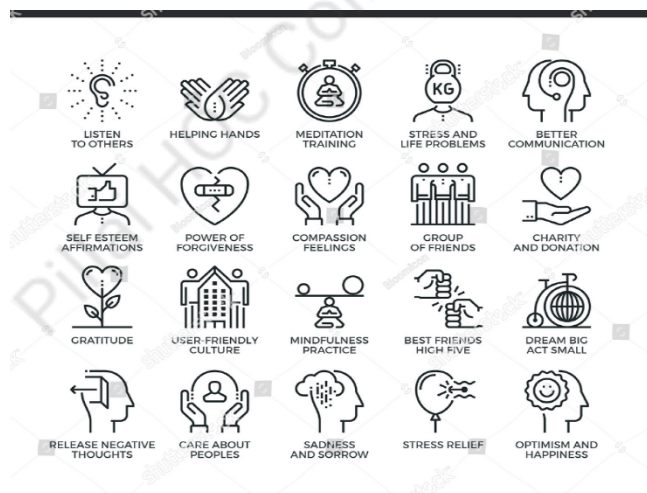
Leadership owns every aspect of climate and culture, and they influence the outcome daily within their practice. If, as a leader, you simply do the little things every day, there then are no big issues to overcome. Visibility, honesty, empowering others, keeping your word, never leveling anyone by job description, and a simple 'thank you' are the start of a positive formula, and each of your actions needs to be real, meaningful and sustainable.

Video Link - <https://youtu.be/6fbE52YDEjU>

Live your vision mission

Every educational community should have a unique mission statement that speaks to the beliefs, values, and aims of the learning community.

Embrace Social-Emotional Learning for teachers and students



The classroom has become a place that serves to support a student's holistic growth — mind, body, and heart. When educational institutions embed social-emotional learning into their classrooms and curriculum, students and staff learn to be mindful of emotions, challenges,

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s, Science and Commerce, Rasayani

stresses, and traumas and make room for academic learning.

Foster a Culture of Resilience

Building a culture of resilience can begin in the leadership office. Principals and leaders are models for how to react and cope with stress, setbacks, and disputes. Students and staff look to the top for how to bounce back, adjust and proceed against school challenges.

Remember that Every Positive Word and Action Matters

Attention to culture is everywhere. The understanding that culture deeply influences outcomes, and that stewarding culture is the shared responsibility of all members of the community is key to having a positive and lasting impact. Individualized support is important for establishing a nurturing environment that meets students where they are and establishes clear and relevant expectations.

Engaged Staff, Engaged Students

Cultures that promote engagement from students and staff display a greater sense of positivity and investment in the institution and its community. Educators who are equipped with the resources and skills to drive change within their institutions while echoing the importance of culture are some of our biggest allies in transforming education.

Commitment to Lifelong Learning



An established, sound vision and practices that model learning go together with effective educational cultures. It is important to keep in mind that as we learn, culture can change. A school that consistently reflects about the needs of students and staff is more likely to sustain an effective culture.

Holistic Sense of Responsibility

Responsibility for the upkeep of a culture lies with everyone who is impacted by it. Culture embodies the relationships that faculty, staff, families, students and administrators create with one another.

Video Link - <https://youtu.be/soEffzv361g>

Activities Recommended

Activity 1 – Relive the Essence of Life: – Recapitulate on the ideas of videos displayed and engage the students in group discussion

Activity 2 – Let's be Inspired: – The teacher can ask students about the most inspirational quotes on positive culture and resilience and can conduct discussions on the same.

Activity 3 – Retrospect on Positive Culture and Resilience: – Let the students make their own quotes on positive culture and resilience and share with the class.

Activity 4 – Be the Leader: – Contemplate and reflect on how to become self-motivated in life. <https://youtu.be/tghjgOv4mKc>

Topic-3 Cultivating Mindfulness

“Mindfulness is a way of befriending ourselves and our experience.”

— Jon Kabat-Zinn

Mindfulness is a non - judgmental, kind and receptive mindset in which one observes thoughts, feelings, and body sensations as they are, without trying to suppress, deny or exaggerate them. As we become less attached or identified with our thoughts, feelings and sensations, we are less inclined to get swept away by negative reactivity in the face of life's stressors and challenges, and develop more capacity to meet our lives with curiosity, creativity, patience, wisdom, trust, skill and ease.

Stress is sometimes described in a simple mathematical formula: *Stress = the situation + our reactions* (composed of our thoughts, feelings and sensations). As we learn to cultivate a kinder, more patient and mindful response to the stress factors in our lives, we notice we experience fewer negative effects of stress and begin to feel more alive and present to our lives.

Mindfulness practices can help you develop your awareness of your mind and body in ways that can help decrease your stress reaction, and create more ease, clarity, joy and overall well being in your life.

Video Link 01: <https://www.youtube.com/watch?v=OaRDbLWeSXE>

Why Mindfulness Matters?

Mindfulness is a mental state achieved by focusing one's awareness on the present moment, while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations, used as a therapeutic technique.

Mindfulness goes beyond the stereotypes that might pop into your mind when you hear words like “meditation” and “guided visualization.” Teaching students how to be more mindful and aware of their thoughts and feelings is essential to improve memory and attention, boost learning outcomes, decrease behaviour issues and more.

Video Link 02: https://www.youtube.com/watch?v=yTCRdM71j2E&feature=emb_logo

Mindfulness expert Jon Kabat-Zinn says that mindfulness is the hardest work in the world but also the most important. It's about being present for our lives rather than watching them slip away before our eyes, but it's not something we should approach with fear and self-criticism:

How Mindful Are You?

How do we know whether we're being mindful or not? Right now, the main way that scientists measure mindfulness is by asking us a variety of questions about our attention, focus, and judgments. As science evolves, we may see more and different ways to measure mindfulness, like ratings by third parties or activity in the brain.

Mindfulness Assessment

1. Sit comfortably on the floor or in a straight-backed chair, or lie on your back on the floor. Settle down, relax, and get comfortable. Can you focus your attention on your breath without distraction? To assess yourself, get a timer, situate yourself so you can see a clock on the wall, or use the timer function on your cell phone. Start the timer, and return your focus to your breath. When your mind wanders from your breath, check your time. Your first goal is to focus on just your breath for one minute. Repeat this exercise until you can focus on your breathing for at least five minutes.

2. Sit comfortably on the floor, in a straight-backed chair, or lie on the floor. Settle down, relax, and get comfortable. Can you focus your attention on your body without distraction, and identify the sensations there? To assess yourself, get a kitchen timer, situate yourself so you can see a clock on the wall, or use the timer function on your cell phone. Start the timer, and return your focus to your body. When your attention wanders from the immediate sensations in your body, check your time. Your first goal is to your attention on your body for one minute. Repeat this exercise until you can focus your attention for at least five minutes.

Mindfulness vs. Meditation

Mindfulness may be synonymous with meditation in your mind, but meditation is only one way of being mindful. Mindfulness is something you can do throughout the day, while you're working or exercising or eating. Meditation is just a popular way to help cultivate more mindfulness.

"Meditation is a tool to achieve post-meditative mindfulness," writes Harvard professor Ellen Langer. Ideally, as you practice meditation regularly, you'll find yourself being more mindful, aware, and focused throughout the day.

There are different types of mindfulness techniques, including breathing, sitting, and walking meditations; loving-kindness meditation; the body scan; and yoga. During meditation, you often have an anchor or focus, whether it's the breath, sounds, an image, a candle flame, a body part, or a mantra.

How to Cultivate Mindfulness

Video Link 03: <https://www.youtube.com/watch?v=6Wxk5gMTs2o>

As you go about your day trying to cultivate mindfulness, follow these tips to help you be more accepting and stop creating suffering for yourself:

- **Recognize that things are okay.** Often, we suffer because we're reliving trauma from the past or imagining a horrific future. Stop right now, take a breath, and pay close attention to the present. Exactly at this moment, are things, for the most part, okay? The future has not happened, the past is over, and right now, well, it just is.
- **Notice things changing.** Buddhists call this impermanence: the fact that nothing is eternal and everything is in motion, ebbing and flowing, coming and going. This can be particularly helpful in the case of emotions. We might see ourselves as an "anxious person" or a "depressed person," but noticing the moments when those feelings subside – when we feel relaxed or happy – can change our self-image.
- **Don't believe everything you think.** Thoughts are thoughts, not unbiased revelations of reality from on high. Sometimes they're wrong, often they're detrimental, and the key is to create a bit of distance. Label something as an "angry thought" or a "worried thought."
- **Make friends with the observer in your head.** It's an odd question, but Kabat-Zinn asks people: is the part of you that's observing your anxiety anxious? Is the part of you that's observing your fear afraid? As strange as it may sound, in those moments when it's easy to get caught up in an emotion, we can side with the observer instead – who is much calmer. Perhaps that's what Buddhists mean when they say that calm is always within us. If this doesn't make sense now, try it the next time you're suffering.
- **Drop the narrative.** In other words, don't turn one bad event into a whole story about how your life is going down the drain. Pessimists stub their toe and it becomes evidence of their utter incompetence at life. That's the kind of narrative you want to avoid – instead, feel the pain in your toe and hobble along.

Kabat-Zinn's Seven Attitudes that Cultivate Mindfulness

Full Catastrophe Living by Jon Kabat Zinn is so frequently described as a landmark or classic or masterpiece that there is almost an obligation to have it on your shelf if you are at all interested in secular mindfulness. Jon Kabat-Zinn recommends a list of seven attitudes to cultivate mindfulness:

- Non judging

-
- Patience
 - Beginner's mind
 - Trust
 - Non striving
 - Acceptance
 - Letting go

Non judging

Oh! the constant stream of judgment, labeling and categorising that goes on in our heads; every one of our thoughts and emotions that arise come with a blind reaction which then leads to an automatic stream of thoughts, which often end up having very little basis at all in actual fact. So, we should step back and, as best we can, suspend judgment and simply observe whatever comes up.

Patience

“Patience is a kind of wisdom” is a lovely phrase from Jon Kabat-Zinn. We try to give ourselves the room to be with whatever comes up – after all, whatever is happening right now is all that there can possibly be in this present moment. And impatience for something else cannot change it one iota. There’s no point wishing away this moment for a better one in the future, which is why patience is a good counter balance for an over active or easily bored mind.

Beginner’s Mind

Try to see things as if for the first time. Mark Williams talks about ‘habit releasers’. Creating freshness in everyday life can help us avoid old negative habits that we weren’t fully aware of. This, of course, is easier by making simple changes in our daily life like sitting in a different seat on the bus or walking a different road to work can help us have a brief insight into the power of a beginner's mind.

All this teaching, the books we read, the videos we click on, only show us the way. We need to have faith in how things feel for us. Once we can trust ourselves more and own basic

goodness more, we will not only “enhance the loveliness within ourselves” (Christina Feldman), but we will also find we are able to do the same with other people.

Non - Striving

Striving means a rejection of the present. So there is no aim in meditation or mindfulness except to be who we already are and where we already are, which of course we are doing anyway. If we are angry, we pay attention to being angry, if we are judging we pay attention to our judgments, if we are happy, we pay attention to that. This non-striving allied with patience will work. Trust it.

Acceptance

There is a lot of debate over this word. However, acceptance is more of a willingness to see things as they really are rather than a passive resignation to the bad and unfair stuff in our lives. On the cushion we do this by not trying to be something else, somewhere else or someone else in each moment.

Letting Go

If we can go to sleep, we already know how to let go. Each night we let go of our body and mind before falling asleep. See that angry thought? Let it go. See that desire? What happens when we let it go?

If we find it difficult to let something go then we can instead focus on its opposite; what does it feel like to grasp onto something?

Video Link 04: <https://www.youtube.com/watch?v=JXLPYsyYESI>

Module-4 Emotional Intelligence

Emotional intelligence (otherwise known as emotional quotient or EQ) is the ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. Emotional intelligence helps you build stronger relationships, succeed at school and work, and achieve your career and personal goals. It can also help you to connect with your feelings, turn intention into action, and make informed decisions about what matters most to you.

This chapter consists of three Topic:

1. Self-motivation
2. Emotional Quotients
3. Self-awareness

Topic-1 Self-motivation

"If you can dream it, you can do it."

-Walt Disney

Self-motivation, or the ability to motivate oneself, is a vital skill. Self-motivation encourages people to persevere in the face of adversity, to seize opportunities, and to demonstrate dedication to their goals. Self-motivation is a difficult concept to grasp. It has to do with your willingness to set difficult objectives for yourself; your belief that you have the skills and abilities to attain them. To achieve the highest levels of self-motivation, four components are necessary:

1. Self-confidence and self-efficacy.
2. Positive thinking.
3. Goals that are clear and attainable.
4. A stimulating environment.

By working on all of these together, you can willingly improve your self-motivation. Let's look at each of these factors individually.

1. Self-Confidence and Self-Efficacy

Part of being self-motivated is having good levels of self-assurance, self-confidence, and self-efficacy. Being self-assured means you will set challenging goals for yourself, and it is also a factor of resilience when you encounter setbacks. If you do not believe in yourself, you will be much more likely to think, "I knew I couldn't do this" instead of thinking, "This one failure isn't going to stop me!"

Self-efficacy is described as a belief in one's own ability to accomplish and achieve the objectives set for oneself. This notion has a significant impact on how you establish objectives and how you behave as you work toward them.

You will not only feel you can succeed if you acquire a general degree of self-confidence in yourself, but you will also recognise and relish the achievement you have already achieved. This, in turn, will motivate you to expand on your previous achievements. Confidence creates a powerful momentum that is difficult to match.

Follow these steps:

- Think about your achievements in life.
- Examine your strengths to see where you can improve.
- Determine what your strengths and essential capabilities are in the eyes of others.
- Set attainable objectives for yourself, work toward them, and celebrate your accomplishments.
- Seek for mentors and those who exemplify the competencies, talents, and attributes you want.

2. Positive Thinking, and Positive Thinking About the Future

“Your life today is the result of your attitudes and choices in the past. Your life tomorrow will be the result of your attitudes and the choices you make today.”

- Anonymous

Positive thinking is closely related to self-confidence as a factor in self-motivation. It is important to look at things positively, especially when things are not going as planned and you're ready to give up.

If you think that things are going wrong or that you will not succeed, this may influence things in such a way that your predictions will come true. This is particularly the case if you need to work hard to achieve success, or if you need to persuade others to support you in order to succeed. Your thoughts can have a major influence on your success and failure, so make sure the thoughts are on “your side.”

The following steps will help you to implement "the power of positive thinking" in your life:

- Become aware of your thoughts. Write these down throughout the day.
- Challenge your negative thoughts, and replace them with positive ones.
- Create a strong and vivid picture of what it will be like to achieve your goals.
- Develop affirmations or statements that you can repeat to yourself throughout the day. These statements should remind you of what you want to achieve, and why you will achieve it.
- Practice positive thinking until you automatically think about yourself and the world in a positive way, every day.

3. Strong Goals and Focus

The key part of building self-motivation is to start setting strong goals. These give you focus, a clear sense of direction, and the self-confidence that comes from recognizing your own achievement.

First, determine your direction through effective goal setting.

When you set a goal, you make a promise to yourself. Part of the strength of this is that it gives you a clear direction. Part is that you've made this promise to yourself, and you'll keep this promise. And part is that it's a challenge, and it's fun to try to meet that challenge!

Goals should have the following characteristics:

- **Clarity** - Effective goals are clear, measurable, specific, and based on behavior, not outcomes.
- **Challenge** - Goals should be difficult enough to be interesting, but not so difficult that you can't reach them.
- **Commitment** - Goals should be attainable, and should be relevant - that is, they should contribute in a significant way to the major objectives you're trying to achieve.

-
- **Regularity of Feedback** – Monitor your progress towards your goals regularly to maintain your sense of momentum and enthusiasm, and enjoy your progress towards those goals.
 - **Sufficient Respect For Complexity** – If the goal involves complex work, make sure that you don't over-commit yourself.

4. Motivating Environment

The final thing to focus on is to surround yourself with people and resources that will remind you of your goals, and help you with your internal motivation. These are external factors – they'll help you get motivated from the outside, which is different from the internal motivation we've discussed so far. However, the more factors you have working for you, the better.

You can't just rely on these "environmental" or outside elements alone to motivate you, but you can use them for extra support.

The following tips will help you:

- Look for team work opportunities. Working in a team makes you accountable to others.
- Set up some goals that you can easily achieve. Quick wins are great for getting you motivated.
- Accompany with the people who you trust to be supportive, and ask them to help keep you accountable.
- Balance the amount of time you work from home rather than the time spent working with others.

Video 1. <https://youtu.be/C5cmEbEh-M8>

Video 2. <https://youtu.be/rLXcLBfDwvE>

Topic-2 Emotional Quotient

I. SQ Vs IQ Vs EQ

Intelligence Quotient (IQ): The term was formulated and conceptualized by two psychologists: Alfred Binet and William Stern. IQ suggests qualities like analytical skills, logical reasoning, ability to relate multiple things, and ability to store and retrieve information. IQ tests analyse these skills through various questions like reading, comprehension, data interpretation, logical reasoning, verbal ability, visual-spatial reasoning, classification, analogies and pattern-detection.

Emotional Intelligence (EQ): Psychologists like Michael Beldoch and Daniel Goleman had conceptualized and popularized EQ. EQ involves some key competencies which then have further subheads viz. self-awareness which includes emotional awareness, self-assessment and self-confidence; self-regulation which includes self-control, trustworthiness, conscientiousness, adaptability and innovativeness; self-motivation which includes drive, commitment, initiative & optimism; Social awareness which includes empathy, service orientation, developing others, leveraging diversity, and political awareness; and social skills which include influence, communication, leadership, change management, conflict management and cooperation.

And then came **Social Intelligence – SQ**. Postulated by psychologist Edward Thorndike, it was later reinvented by psychologists like Howard Gardner and Daniel Goleman. Gardner proposed that there are multiple intelligences, out of which he talked about two important ones intrapersonal intelligence and interpersonal intelligence. According to him, interpersonal intelligence includes sensitivity towards others' moods, feelings, temperaments and motivations; and ability to cooperate as part of a group. Gardner equated it with Daniel Goleman's Emotional Intelligence.

II WHAT IS EMOTIONAL INTELLIGENCE ?

Emotional intelligence (EI) refers to the ability to perceive, control, and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it's an inborn characteristic.

The ability to express and control emotions is essential, but so is the ability to understand, interpret, and respond to the emotions of others. Imagine a world in which you could not understand when a friend was feeling sad or when a co-worker was angry. Psychologists refer to this ability as emotional intelligence, and some experts even suggest that it can be more important than IQ in your overall success in life.

A number of different assessments have emerged to measure levels of emotional intelligence. Such tests generally fall into one of two types: Self-report tests and Ability tests.

Self-report tests are the most common because they are the easiest to administer and score. On such tests, respondents respond to questions or statements by rating their own behaviors. For example, on a statement such as "I often feel that I understand how others are feeling," a test-taker might describe the statement as disagree, somewhat disagree, agree, or strongly agree.

Ability tests, on the other hand, involve having people respond to situations and then assessing their skills. Such tests often require people to demonstrate their abilities, which are then rated by a third party.

Emotional intelligence can have a surprisingly powerful effect on our lives, from our ability to foster long-term relationships with friends and romantic partners to whether we're able to succeed in school and pursue meaningful work that gives us a sense of purpose. In this guide, you will learn four key elements of emotional intelligence and uncover some negative and positive real-life examples of each. Most importantly, this report teaches you habits and skills you can practice to improve your relationships by cultivating greater emotional intelligence.

III Signs of High and Low EQ

Signs of High EQ

A person with High EQ:

- Expresses his feelings clearly and directly with the sentences beginning with "I feel..."
- Does not disguise thoughts as feelings by the use of "I feel like...." and "I feel that...." sentences.
- Is not afraid to express her feelings.
- Is not dominated by negative emotions such as:

Fear, Worry, Guilt, Shame, Embarrassment, Obligation, Disappointment, Hopelessness, Powerlessness,

Dependency, Victimization, Discouragement

- Is able to read non-verbal communication.
- Lets his feelings lead him to healthy choices and happiness.
- Balances feelings with reason, logic, and reality.
- Acts out of desire, not because of duty, guilt, force or obligation.
- Is independent, self-reliant and morally autonomous.
- Is intrinsically motivated.
- Is not motivated by power, wealth, status, fame, or approval.
- Is emotionally resilient.
- Tends to feel optimistic, but is also realistic, and can feel pessimistic at times.
- Does not internalize failure.

- Is interested in other people's feelings.
- Is comfortable talking about feelings.
- Is not immobilized by fear or worry.
- Is able to identify multiple concurrent feelings.

Signs of Low EQ - Or Unhealthy Development of Innate Emotional Intelligence

A person with Low EQ:

- Doesn't take responsibility for his feelings; but blames you or others for them.
- Can't put together three word sentences starting with "I feel..."
- Can't tell you why she feels the way she does, or can't do it without blaming someone else.
- Attacks, blames, commands, criticizes, interrupts, invalidates, lectures, advises and judges you and others.
- Tries to analyze you, for example when you express your feelings.
- Often begins sentences with "I think you..."

Ex - I think you need to.. I think you should...

- Send "you messages" disguised as "I feel messages" For example, "I feel like you"
- Lies guilt trips on you.
- Withholds information about or lies about his feelings. (Emotional dishonesty)
- Exaggerates or minimizes her feelings.
- Let things build up, then they blow up, or react strongly to something relatively minor.
- Lacks integrity and a sense of conscience.
- Carries grudges; is unforgiving.

-
- Doesn't tell you where you really stand with her.
 - Is uncomfortable to be around.
 - Acts out his feelings, rather than talking them out.
 - Plays games; is indirect or evasive.
 - Is insensitive to your feelings.
 - Has no empathy, no compassion.
 - Is rigid, inflexible; needs rules and structure to feel secure.
 - Is not emotionally available; offers little chance of emotional intimacy.
 - Do not consider your feelings before acting.
 - Does not consider their own future feelings before acting.
 - Is insecure and defensive and finds it hard to admit mistakes, express remorse, or apologize sincerely.
 - Avoids responsibility by saying things like: "What was I supposed to do? I had no choice!"
 - Holds many distorted and self-destructive beliefs which cause persistent negative emotions
 - May be overly pessimistic; may invalidate others' joy.
 - Or may be overly optimistic, to the point of being unrealistic and invalidating others' legitimate fears.
 - Frequently feels inadequate, disappointed, resentful, bitter or victimized.
 - Locks himself into courses of action against common sense, or jumps ship at the first sight of trouble.
 - Avoids connections with people and seeks substitute relationships with everything from pets and plants to imaginary beings.

-
- Rigidly clings to his beliefs because he is too insecure to be open to new facts.
 - Can tell you the details of an event, and what they think about it, but can't tell you how she feels about it.
 - Uses his intellect to judge and criticize others without realizing he is feeling superior, judgmental, critical, and without awareness of how his actions impact others' feelings.
 - Is a poor listener. Interrupts. Invalidates. Misses the emotions being communicated. Focuses on "facts"

IV 5 Key Skills in the Emotional Intelligence Framework

Emotional intelligence skills are abilities that allow you to understand and manage your emotions. These skills are linked to a range of benefits including academic achievement, decision-making abilities, and overall success in life. Some experts have suggested that emotional intelligence, or EQ, might even be more important than IQ.

Self-awareness, or the ability to recognize and understand your own emotions, is a critical emotional intelligence skill. Beyond just recognizing your emotions, however, is being aware of the effect of your actions, moods, and emotions on other people.¹

To become self-aware, you must be capable of monitoring your own emotions, recognizing different emotional reactions, and then correctly identifying each particular emotion. Self-aware individuals also recognize the relationships between the things they feel and how they behave.

These individuals also recognize their own strengths and limitations, are open to new information and experiences, and learn from their interactions with others. Goleman suggests that people who possess self-awareness have a good sense of humor, are confident in themselves and their abilities, and are aware of how other people perceive them.²

How to Improve Self-Awareness

1. Ask for constructive feedback

-
2. Keep a journal
 3. Learn new skills
 4. Meditate
 5. Pay attention to your thoughts and emotions
 6. Pursue your passions
 7. Practice mindfulness
 8. Reflect on your experiences
 9. Set goals
 10. Use positive self-talk
 11. Work on building a growth mindset
2. Self Regulation

In addition to being aware of your own emotions and the impact you have on others, emotional intelligence requires you to be able to regulate and manage your emotions.¹

This doesn't mean putting emotions on lockdown and hiding your true feelings—it simply means waiting for the right time and place to express them. Self-regulation is all about expressing your emotions appropriately.

Those who are skilled in self-regulation tend to be flexible and adapt well to change. They are also good at managing conflict and diffusing tense or difficult situations.

People with strong self-regulation skills also tend to be high in conscientiousness.³ They are thoughtful about how they influence others, and they take responsibility for their own actions.

How to Improve Self-Regulation

- Be mindful of your thoughts and feelings.
- Build distress tolerance skills.

-
- Find ways to manage difficult emotions.
 - Look at challenges as opportunities.
 - Practice your communication skills.
 - Recognize that you have a choice in how you respond.
 - Use cognitive reframing to change thought patterns and emotional responses.
 - Work on accepting your emotions

3. Social Skills

Being able to interact well with others is another important aspect of emotional intelligence.⁴ Having strong social skills allows people to build meaningful relationships with other people and develop a stronger understanding of themselves and others.

True emotional understanding involves more than just understanding your own emotions and those of others. You also need to be able to put this information to work in your daily interactions and communications.

In professional settings, managers benefit by being able to build relationships and connections with employees. Workers benefit from being able to develop a strong rapport with leaders and co-workers. Important social skills include active listening, verbal communication skills, nonverbal communication skills, leadership, and persuasiveness.

How to Improve Social Skills

- Ask open-ended questions.
- Find icebreakers that will help start conversations.
- Notice other people's social skills.
- Practice good eye contact.
- Practice your social skills.
- Practice active listening.

-
- Show interest in others.
 - Watch your body language.

4. Empathy

Empathy, or the ability to understand how others are feeling, is absolutely critical to emotional intelligence.¹ But it involves more than just being able to recognize the emotional states of others.

It also involves your responses to people based on this information. When you sense that someone is feeling sad or hopeless, how do you respond? You might treat them with extra care and concern, or you might make an effort to buoy their spirits.

Being empathetic also allows you to understand the power dynamics that often influence social relationships, especially in workplace settings. This is important for guiding your interactions with different people you encounter each day.

Those competent in this area are able to sense who possesses power in different relationships. They also understand how these forces influence feelings and behaviors. Because of this, they can accurately interpret different situations that hinge on such power dynamics.

How to Build Empathy

- Be willing to share your own feelings.
- Engage in a cause such as a community project.
- Listen to other people.
- Practice loving-kindness meditation.
- Talk to new people.
- Try to imagine yourself in someone else's place.

5. Motivation

Intrinsic motivation is another important emotional intelligence skill. People who are emotionally intelligent are motivated by things beyond external rewards like fame, money, recognition, and acclaim.⁵

Instead, they have a passion to fulfill their own inner needs and goals. They seek internal rewards, experience flow from being totally in tune with an activity, and pursue peak experiences.

Those who are competent in this area tend to be action-oriented. They set goals, have a high need for achievement, and are always looking for ways to do better. They also tend to be very committed and are good at taking initiative.

How to Improve Motivation

- Avoid overusing extrinsic rewards.
- Celebrate your results.
- Focus on setting small, measurable goals.
- Introduce challenges to keep things interesting.
- Set goals to help build intrinsic motivation.
- Work with a friend or co-worker to find accountability.

v. Self Regulation

Self-regulation is the ability to monitor and manage your energy states, emotions, thoughts, and behaviors in ways that are acceptable and produce positive results such as well-being, loving relationships, and learning.

It is how we deal with stressors and as such, lays the foundation for all other activity. Developing this ability requires self-awareness, emotional intelligence, efficient filtering of sensory stimulation, coping effectively with stress, relating well to others, and sustaining focus.

VI Zones of Self Regulations

The Zones of Regulation framework and curriculum (Kuypers, 2011) teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilize a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioral development.

The Zones of Regulation creates a systematic approach to teach regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete colored zones. Integrating in cognitive behavior therapy, students build skills in emotional and sensory regulation, executive functioning, and social cognition. The framework is designed to help move students toward more independent regulation while also honoring and respecting each student and their unique self.

THE FOUR ZONES: OUR FEELINGS & STATES DETERMINE OUR ZONE

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where

optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.



The Zones can be compared to traffic signs. When given a green light or in the Green Zone, one is “good to go”. A yellow sign means be aware or take caution, which applies to the Yellow Zone. A red light or stop sign means stop, and when one is the Red Zone this often is the case. The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize. All of the zones are natural to experience, but the framework focuses on teaching students how to recognize and manage their Zone based on the environment and its demands and the people around them. For example, when playing on the playground or in an active/competitive game, students are often experiencing a heightened internal state such as silliness or excitement and are in the Yellow Zone, but it may not need to be managed. However, if the environment is changed to the library where there are different expectations than the playground, students may still be in the Yellow Zone but have to manage it differently so their behavior meets the expectations of the library setting.

VII Self-regulation involves the whole person/child

It is one of the big developmental tasks of childhood. Sometimes, kids develop it naturally from being around self-regulating adults, from playing and exercising, from being in nature, eating healthy foods, and getting plenty of sleep.

Other times, however, kids are over-stimulated, around adults who are stressed and/or dys-regulated, and are not getting enough exercise, time outside in nature, sleep,

hydration, and healthy food. These kids struggle with attention, learning, impulse control and relationships.

Did you know that research indicates that self regulation in children is a predictor of academic abilities? Children with higher levels of self regulation have achieved higher scores in reading, vocabulary and math. In addition, some research has shown that the ability for young children to self regulate is associated with higher, future education levels.

What is the definition of self-regulation in terms of the whole person or child? This skill involves much more than simply self control. It involves the whole person including these 4 aspects:

Physical: biology, temperament

Emotional: personality, exposure to trauma, ability to inhibit impulses,

Mental: focus, shift of focus, control, management of distractions & frustration

VIII The Psychology of Self-Regulation

According to **Albert Bandura**, an expert on **self-efficacy** and a leading researcher of SRT, self-regulation is a continuously active process in which we:

1. Monitor our own behavior, the influences on our behavior, and the consequences of our behavior;
2. Judge our behavior in relation to our own personal standards and broader, more contextual standards;
3. React to our own behavior (i.e., what we think and how we feel about our behavior) (1991).

Bandura also notes that self-efficacy plays a significant role in this process, exerting its influence on our thoughts, feelings, motivations, and actions.

A quick thought experiment can show the significance of self-efficacy:

Imagine two people who are highly motivated to lose weight. They are both actively monitoring their food intake and their exercise, and they have specific, measurable goals that they have set for themselves.

One of them has high self-efficacy and believes he can lose weight if he puts in the effort to do so. The other has low self-efficacy and feels that there's no way he can hold to his prescribed weight loss plan.

Who do you think will be better able to say no to second helpings and decadent desserts? Which of them do you think will be more successful in getting up early to exercise each morning?

We can say with reasonable certainty that the man with higher self-efficacy is likely to be more effective, even if both men start with the exact same standards, motivation, monitoring, and willpower.

Barry Zimmerman, another big name in SRT research, put forth his own theory founded on self-regulation: self-regulated learning theory.

IX What is Self-Regulated Learning?

Self-regulated learning (SRL) refers to intentionally and strategically adapting learning activities to achieve goals of learning. Learners self-regulate by applying learning tactics they predict will be successful. They monitor how well tactics achieve goals and, when differences exceed a threshold, they make adjustments. Adjustments can be made to learning processes and strategies; to conditions, like motivation or factors in the learning environment, that affect learning activities or to learning outcomes and products.

For example, after writing a paragraph, I typically pause to read it. I check it against at least two standards; whether it is (1) clear and (2) presents content I intended it to. If the paragraph falls short of these standards, I adjust the words or phrasing (products), then reexamine the paragraph to judge whether these adjustments are sufficient to meet the standards I set.

I often write without making a written outline. However, when the topic is particularly complex or relatively new to me, past experience in producing less-than-satisfactory

products leads me to adjust my writing process. In these cases, I begin by creating an outline, then writing to fill in its sections. I also add a third standard to be used when pausing and reviewing my writing, namely, examining the match between what I have written and the outline.

These examples of regulating my writing are instances of self-regulation because I, rather than some external person or source of feedback (e.g., a computer beep) initiated and performed the regulating activity. I determined the standards to use in monitoring whether adjustments were necessary, and I decided whether the product and processes met those standards. If instead, my coauthor read my draft and made changes to it, that is regulation by an external source or other-regulation. If my coauthor modeled the development of a concept map as a method for improving my writing, that adjustment to my typical writing process also is other-regulation. If my coauthor asked me questions that prompted me to reflect on and adjust my writing process or product, this would be considered coregulation because rather than doing the regulation or changes for me, she encouraged me to metacognitively reflect upon and regulate my own writing.

In sum, regulation occurs when learners adjust products they create or methods they use to create products. Adjustments are made in relation to standards that characterize ideal or sufficient products and processes. Regulation is metacognitive because the monitoring examines prior cognitive activities that were methods by which the person engaged in a task. When regulation is initiated and managed by one's self, that is self-regulation. When people regulate processes they use to acquire new knowledge – to learn – they engage in SRL.

X. WAYS TO DEVELOP SELF CONTROL

Self-regulation or self-management is the second of the three key areas of personal skills that make up Emotional Intelligence.

Self-regulation is concerned with how you control and manage yourself and your emotions, inner resources, and abilities. It also includes your ability to manage your impulses.

Self-regulation also includes an element of taking responsibility for your own actions, and ensuring that what you do matches with your personal values.

Five Elements Make Up Self-Regulation

1. Self-control;
 2. Trustworthiness;
 3. Conscientiousness;
 4. Adaptability; and
 5. Innovation.
-

Self-Control

Self-control is NOT masking or hiding your emotions but recognising and controlling them appropriately.

This means NOT making rash decisions or over-reacting to a situation but remaining calm and rational. It leads to being able to make balanced decisions based on what is really important, and not just how we feel at the time.

People who have good self-control generally remain calm even when stressed. They are able to think clearly under pressure and still make good decisions.

Self-control usually manifests itself as the absence of visible emotion..

We have all reacted badly or inappropriately to events or situations in the past, and we will all do the same in the future.

Reflective practice, i.e. thinking back over such situations, enables us to analyse and understand why we acted in the way that we did, and this in turn can help us to behave more intelligently in the future.

When reflecting it is useful to think of yourself in a positive way. Don't think, 'I have completely messed that up, I'm a failure' but aim for something more positive, such as, 'I can use those experiences to learn and become a better person'.

Trustworthiness and Conscientiousness

Trustworthiness and conscientiousness can be considered as two sides of the same coin, because both are about behaving 'well', in accordance with your personal values and code of ethics.

Trustworthiness is your ability to maintain your integrity, which means ensuring that what you do is consistent with your personal values. You may find it helpful to read our pages about **Learning to use your Moral Compass** for more about this.

People who are trustworthy act ethically.

They build trust through their personal actions, and the way that their actions are consistent with their espoused values. They are also prepared to confront unethical actions and take a stand when necessary, even if that stand will be unpopular.

Religious Values Not Essential!

Although many world religions have made trustworthiness a key value, religious views are not essential to acting ethically. The key is to ensure that you know and understand your core values, and that your actions are consistent with them.

Conscientiousness is taking responsibility for your own personal performance, and making sure that it matches up to your ability and your values.

Daniel Goleman, author of several books on emotional intelligence, says that conscientious people:

- Meet their commitments and keep their promises to others;
 - Take responsibility for setting and then achieving realistic objectives in their life and work; and
-

-
- Are careful about their work, organising themselves to make sure that they can achieve it.
-

Adaptability

Adaptability was defined by Daniel Goleman as being flexible in responding to change.

Change is difficult for many of us to manage. Anyone who has had any close contact with children will recognise that change is unsettling and stressful for small children, and that being able to manage it is very much a learned skill. Without careful control and development of our personal adaptability and **resilience**, personal change can remain very stressful into adulthood.

However, by understanding what is happening, and developing our ability to manage change, it is possible to greet change as an adventure, rather than as a problem.

Adaptable people, those who have spent time developing their personal ability to manage and respond to change, tend to:

- Be able to manage multiple demands on their time and energy, prioritising effectively, and accepting rapid change when necessary.
See our **Time Management** page for more.
- Adapt their responses and the way that they operate to fit different situations effectively; and be flexible in how they see events, being able to see multiple perspectives.

Topic-3 Self-awareness

INTRODUCTION

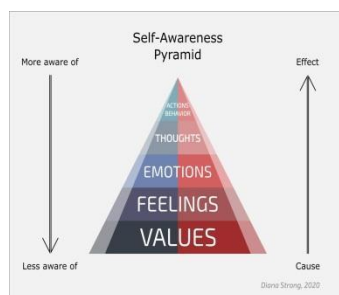
It will take quite some time to increase your self-awareness and get to know yourself better. It can even take years and input from many people around you. Building the necessary good habits help you become more self-aware can positively impact other aspects of your life, especially your interpersonal and intrapersonal relationships.

To become self-aware, you utilize and develop your emotional and rational intelligence in a quest to become conscious of your internal life and what drives it forward, as well as to where. It will **reduce intensity and frequency in wide variation in emotions**. It helps to learn how to respond and not to react. This is a gradual process so everyone has to do continuous introspection to increase self awareness.

MEANING

Self awareness means self realisation about the level or scale or extent to which one's life is influenced by their own attitudes, beliefs, motives, desires, emotions, feelings, and values actually and not by the people around them.

DIAGRAM



We have awareness level in descending order from **Action/Behaviour to Values**.

Behaviour is **outcome or effect** as a result of Value as a **cause/input/reason**.

Actions and behaviors.

The first step towards self-awareness is learning to see our actions and behaviours for what they are, as an objective observer. We must honestly and fairly assess ourselves, which requires the courage to be able to look at ourselves in the mirror.

Thoughts- We are less aware of these compared to behaviour.

Emotions- A surprising amount of people don't even know that emotions are of their own making. One should learn to express them in a controlled way. Everyone should learn that how to use them for their benefit. Once we acknowledge them, however, it becomes quite obvious that they are manageable. They are an incredibly powerful tool for getting to know ourselves. Being present in our bodies is the first step towards becoming aware of our emotions. Practicing mindfulness and meditation are among the best ways to do that. Humour is also a great tool.

Feelings- We form them as thoughts, they are still the driving force behind most of our decisions and behaviour. Once we are able to see our past thoughts and emotions, we can learn to turn these feelings into thoughts and use our rational mind to dissect them and separate the useful ones from the trash.

Finally, our **values** They drive a huge portion of our lives and more importantly — they determine the quality of our internal world, of how we get through the journey of life, of our relationships with ourselves and others. And, in the end, it's purely our choice whether we choose to have values that work for us or against us.

How to Become More Self-Aware Throughout Your Life

1. Look at yourself objectively.

It means try to observe that ‘how you are?’ You have to make an effort to introspect. If you make sincere efforts it will be extremely rewarding. This helps you to accept yourself and find ways to improve yourself.

So, what is an easy way to get started with this?

Try to identify your current understanding by writing out your perceptions. These may be the things that (1) you think you are good at doing or that you need to improve. (2) The key here is to understand what makes you think, but not worry about comparing yourself to others. (3) Think about things you are proud of, or any accomplishments that really stand out throughout your life. (4) Think about your childhood and what made you happy back then. What has changed and what has remained the same? What are the reasons for changes?

In the end, you will come out with a fresh new perspective on yourself and your life.

2. Keep a journal.

You can write about anything in your journal, even if it is not related to your goals. Recording your thoughts on paper helps to relieve your mind of those ideas, and clears it up to make space for new information and ideas. (And if you get stuck, **I recommend checking out these 33 journaling ideas.**)

Take some time each night to write in your journal about your thoughts and feelings, and your successes and failures for the day. This will help you grow and move forward in your achievements.

As you self-reflect, take some time to think about how you are a leader, and how people working under you likely view you. Think about what you do to help other people, and if you could possibly do more. What are your values, and what is most important to you right now?

Recording your thoughts on paper helps to relieve your mind and clears it up to make space for new information and ideas.

All of these self-reflection questions will help you get a better idea of who you are and what you want out of life right now.

Side note: If you don't have a journal, then be sure to check out our recommendations for the best journals for jotting down your thoughts and ideas.

3. Write down your goals, plans, and priorities.

Plan out your goals so they turn from ideas into a step-by-step process. Break down your larger goal into mini-goals so it finds you to achieve them one by one.

4. Perform daily self-reflection.

In order to have self-awareness, you must do self-reflection. This requires setting aside some time, hopefully every day, to honestly look at yourself as a person or individual. Committing to this practice can help you improve.

In our demanding competitive world, daily self-reflection is required. There is always pressure to do more with less, and an endless flow of information through our portable technology.

Because it takes time to self-reflect, start by setting aside just 5 minutes each day. Self-reflection is most effective when you use a journal and write down your thoughts. It's also best to find a quiet place to think.

5. Practice meditation and other mindfulness habits.

Meditation is the practice of improving your mindful awareness. Most types of meditation focus on the breath, but You can also find greater clarity from regular moments of reflection. While performing daily routine actions, one can find the answers for the questions like what is my goal? What is going right in life? What is the difficulty in success? How can you change your thinking process to improve it?

Practicing such thinking habit helps you find greater clarity and self-awareness.

6. Take personality and psychometric tests.

Take these personality and psychometric tests to help understand what traits you have. Some popular tests that are aimed at increasing self-awareness include the Myers-Briggs test and the Predictive Index.

There are no right or wrong answers to these tests. Instead, they compel respondents to think about a set of traits or characteristics that closely describe them relative to other people. You may refer websites to take up the online test.

7. Ask trusted friends to describe you.

How are we supposed to know what other people think of us? We have to listen to the feedback of our peers and mentors, and let them play the role of an honest mirror. Tell your friends when you are looking for open, honest, critical, and objective perspectives. Allow your friends to feel safe while they are giving you an informal yet honest view.

Make sure your friends know that they are doing this to help you, not to hurt you.

8. Ask for feedback at work.

In addition to consulting friends and family, use a more formal process at work or college to get some feedback. Quiz form of formalized feedback allows us to self-reflect on our own strengths and weaknesses.

Once the feedback process is finished, it is important to reflect on it by writing down your main takeaways. Write down any surprising strengths and weaknesses that you did not realize you had before.

When you are self-aware, you can see where your thoughts and emotions are guiding you. It also allows you to take control of your actions so you can make the necessary changes to get the outcomes you desire.

This may include changes to your emotions, your behavior, or your personality. Until you achieve this, you will have a hard time making changes in the direction your life is taking you.

It provides the necessary base for having strong character, creating the ability to lead with purpose, trust, authenticity, and openness. Self-awareness explains our successes and our failures while giving us a clear understanding of who we are and what we need most from other people to have a successful team.

Learning to be self-aware is not a simple process, but doing so can improve the level of self-awareness.

Self-awareness is a vital first step in taking control of your life, creating what you want, and mastering your future. Where you choose to focus your energy, emotions, personality, and reactions determines where you will end up in life.

Generally we do not have records of our past we are unable to keep check on our level of self awareness. If you do so it will help you to judge the situations, take proper decisions. Learn to put the opinions and wants of others before your needs. After introspecting making change is a task so it may lead to so many emotional issues and bad decisions that we might be feel forced to make a change.

However, we can make it a part of daily life by involving them in usual activities. To be clear, self-awareness will not solve every single issue in your life, it's not like having a magic wand that will make all your problems disappear into outer space but it will bring positive change in your personality which helps the person to take up all events /happenings positively.

Final Thoughts on Becoming More Self-Aware

It's not easy to develop this level of introspection. Most people are afraid to be truly honest with themselves about their strengths, weaknesses, and current challenges. But if you implement the eight ideas that we shared with you all, then you'll develop a level of self-awareness that will help you **grow as a person or individual.**

Module-5 Social Intelligence

Social intelligence is the capacity to know oneself and to know others. Social intelligence develops from experience with people and learning from success and failures in social settings. It is more commonly referred to as "tact", "common sense", or "street smarts".

Individuals with social intelligence can sense how other people feel, know intuitively what to say in social situations, and seem self-assured, even in a larger crowd. You might think of these folk as having “people skills,” but what they truly possess is social intelligence.

The theory of social intelligence was first brought to the forefront by American psychologist Edward Thorndike in 1920.¹ He defined it as, “The ability to understand and manage men and women and boys and girls, to act wisely in human relations.” No one is born socially intelligent. Instead, it involves a set of skills that an individual learns over time.

This chapter consists of three Topic:

1. What is Social Intelligence
2. Methods to enhance S.I.
3. Expert's view on S.I.

Topic-1 What is Social Intelligence?

What is Social Intelligence?

Intelligence, or IQ, is largely what you are born with. Genetics play a large part. Social intelligence (SI), on the other hand, is mostly learned. SI develops from experience with people and learning from success and failures in social settings. It is more commonly referred to as “tact,” “common sense,” or “street smarts.”

Social intelligence refers to a person’s ability to understand and manage interpersonal relationships. It is distinct from a person’s IQ or “book smarts.” It includes an individual’s ability to understand, and act on, the feelings, thoughts, and behaviours of other people. This type of intelligence can take place “in the moment” of face-to-face conversations but also appears during times of deliberate thinking. It involves emotional intelligence and self-awareness. Examples of social intelligence include knowing when to talk or listen, what to say, and what to do. Timing is a big part of social intelligence. For example, someone who is imperceptive may tell a funny joke – but at the wrong time, or not show enough interest when meeting someone new. Social intelligence helps individuals build relationships – and is important to numerous aspects of a person’s life. It allows an individual to form friendships and alliances. And, it assists a person against being taken advantage of. People with social intelligence can “read” other people’s faces and know what motivates them. Social intelligence builds over time and as a person ages. In this sense, it is similar to the character strength of perspective. On a group level, social intelligence is what allows us to function as humans. We are social beings and rely on each other’s cooperation. By understanding ourselves and other people, we can find ways to collaborate for mutual benefit. Strong leaders often possess social intelligence in abundance. In order to motivate people, leaders must form relationships and inspire others to want to do what needs to be done.

Social intelligence isn’t easy to master—if it were, there wouldn’t ever be another awkward conversation at a party. However, working toward a strong social intelligence can lead to a

richer life—or, at least, an easier time making a few new friends. Study social situations. Pay attention to what people are doing well and the mistakes you want to avoid. Afterward, think about what you want to do differently in the next social situation you enter. Get proactive about improving your skills. And remember, that you're going to mess up sometimes. Learn from your failures as well as your successes.

Topic-2 Methods to enhance S.I

It takes effort and hard work. Begin by paying more attention to the social world around you. Work on becoming a better speaker or conversationalist. Networking organizations, or speaking groups, such as Toastmasters, are good at helping develop basic communication skills. Work on becoming a more effective listener, through what is called “active listening” where you reflect back what you believe the speaker said in order to ensure clear understanding. Most importantly, study social situations and your own behaviour. Learn from your social successes and failures. I’ll give some more specific SI exercises in a future post.

While some people may seem to develop social intelligence without really trying, others have to work to develop it. Luckily, certain strategies can help a person build social skills. These tactics can help you develop social intelligence:

- **Pay close attention to what (and who) is around you.** Socially intelligent people are observant and pay attention to subtle social cues from those around them. If you think that someone in your life has strong people skills, watch how they interact with others.
- **Work on increasing your emotional intelligence.** Although similar to social intelligence, emotional intelligence is more about how you control your own emotions and how you empathize with others. It requires recognizing when you’re experiencing an emotion—which will help you recognize that emotion in others—and regulating them appropriately. An emotionally intelligent person can recognize and control negative feelings, such as frustration or anger, when in a social setting.
- **Respect cultural differences.** More than that, seek out cultural differences so you can understand them. Although most people learn people skills from their family, friends and the community surrounding them, a socially intelligent person understands that others might have different responses and customs based on their upbringing.
- **Practice active listening.** Develop your social intelligence by working on your communication skills—which requires active listening. Don’t interrupt. Take time to

think about what someone else is saying before you respond. Listen to the inflections in what others say, which can give you clues to what they really mean.

Appreciate the important people in your life. Socially intelligent people have deep relationships with people who are meaningful to them. Pay attention to the emotions of your spouse and children, friends, co-workers, and other peers. If you ignore the closest people in your life, you're missing the cues on how to connect with them.

Topic-3 Expert's View on S.I.

"The single most important lesson I learned in 25 years of talking every single day to people, was that there's a common denominator in our human experience. The common denominator I found in every single interview is we want to be validated. We want to be understood."

-OPRAH WINFREY

"When I get ready to talk to people, I spend two thirds of the time thinking what they want to hear and one third thinking about what I want to say." -ABRAHAM LINCOLN

"When people talk, listen completely. Most people never listen." -ERNEST HEMINGWAY

Social intelligence is closely related to cognition and emotional intelligence. Research psychologists studying social cognition and social neuroscience have discovered many principles in which human social intelligence operates. In early work on this topic, psychologists Nancy Cantor and John Kihlstrom outlined the kinds of concepts people use to make sense of their social relations (e.g., "What situation am I in?, What kind of person is this?, Who is talking to me?"), the rules they use to draw inferences ("What did he mean by that?") and plan actions ("What am I going to do about it?").

More recently, popular science writer Daniel Goleman has drawn on social neuroscience research to propose that social intelligence is made up of social awareness (including empathy, attunement, empathic accuracy, and social cognition) and social facility (including synchrony, self-presentation, influence, and concern). Goleman's research indicates that our social relationships have a direct effect on our physical health, and the deeper the relationship the deeper the impact. Effects include blood flow, breathing, mood such as fatigue and depression, and weakening of the immune system.

Educational researcher Raymond H. Hartjen asserts that expanded opportunities for social interaction enhance intelligence. This suggests that children require continuous opportunities for interpersonal experiences in order to develop a keen 'inter-personal psychology'. Traditional classrooms do not permit the interaction of complex social

behaviour. Instead, students in traditional settings are treated as learners who must be infused with more and more complex forms of information. The structure of schools today allows very few of these skills, critical for survival in the world, to develop. Because we so limit the development of the skills of "natural psychologist" in traditional schools, graduates enter the job market handicapped to the point of being incapable of surviving on their own. In contrast, students who have had an opportunity to develop their skills in multi-age classrooms and at democratic settings rise above their less socially skilled peers. They have a good sense of self, know what they want in life and have the skills to begin their quest.

J. P. Guilford was the first researcher to approach the problem of social intelligence from the measurement viewpoint. He had developed a test of social intelligence, and suggested that social intelligence is a unit that does not depend on common intellectual factors, but is related with the comprehension of behavioural information.

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Module-6 Adversity Endurance

Endurance is the ability of an organism to exert itself and remain active for a long period of time, as well as its ability to resist, withstand, recover from and have immunity to trauma, wounds or fatigue. Adversity is a state of hardship, difficulty, or misfortune that one deals with in life.

The 6 Types of Adversity

1. Physical Adversity: Physical disability is an example of physical adversity.
2. Mental Adversity: A mental problem, or mental illness, may limit someone.
3. Emotional Adversity: Emotional maturity allows us to have a productive state of mind and face difficulties in life.
4. Social Adversity: Social interaction is crucial to human life.
5. Spiritual Adversity: Faith in a higher power does not have to be a God, but faith is an advantage in life.
6. Financial Adversity: This may be the most apparent adversity that our society and the rest of the world faces. Not being able to afford necessities creates a barrier to leading a happy life and can lead to jealousy and anger.

There are six types of adversity that one can face, and facing adversities in life can break or make a person. It may lead one person to improve their life by finding ways around their challenges, or it may lead another person to turn to drugs or alcohol to lessen the psychological toll that their hardships cause. Everyone faces adversity in life, just at varying degrees and in different contexts.

You can take steps to deal with your particular hardships or misfortunes and turn negative issues into positive life paths. Dedication, motivation, and belief in oneself are vital to improving our life circumstances, regardless of our adversities.

This chapter consists of three Topics:

1. Relation between A.Q. and academic well being
2. Building Resilience
3. Components of A.Q.

Topic-1 Relation between A.Q. & Academic wellbeing

Forms of AQ

1. AQ is new conceptual framework for understanding and enhancing all facets of success
2. AQ is a measure of how we respond to adversity
3. AQ is scientifically grounded set of tools for improving

A high AQ leads to first-rate accomplishments, productivity and creativity. It can help people maintain their health, vitality and happiness. Research shows that people with higher AQs recover faster than those with lower AQs following operations. Those with higher AQs also have much better sales performance than those with lower AQs and get promoted faster at the workplace.

High AQs can be cultivated. As it's best to start from a young age, many educational organizations offer adversity education.

In most tests of AQ, the four main variables examined are control, ownership, reach and endurance (CORE). 'Control' refers to how much control an individual has over the adversity. 'Ownership' refers to the reason for the adversity and the willingness of the individual to assume responsibility and take the necessary measures. 'Reach' refers to the extent to which the problem affects other areas of the individual's life, like work and home life. 'Endurance' refers to how long the problem and its effects last.

As has been shown repeatedly, in a world filled with adversity, career success and life achievements are not just a product of IQ and EQ, they also depend on a person's AQ.

Academic well-being among university undergraduates has long been an important focus among researchers. This is partly due to the fact that life at university has many challenges. The literature shows that these challenges can be attributed to drastic changes from life at high school¹. Among the challenges reported for Malaysian undergraduates were

academic², personal³, social and career⁴ as well as university infrastructure⁵. According to the emerging adulthood theory, changes and challenges among undergraduates for university life can also be explained as part of the identity exploration stage. In this stage, undergraduates explore different ways of living to find an identity⁶. They interact and build relationships with others and from this interaction, they identify the characteristics that they find interesting and comfortable. They identify the prospect of development and limitation in interactions with others based on the suitability with their own characteristics and qualities. Therefore, the relationship that is built might be tentative, temporary and subjected to a variety of conflicts. The literature shows that this type of conflict is common in many studies related to undergraduate challenges⁷. In addition, identity exploration also involves issues related to career prospects. It revolves around issues such as whether they attain and how the journey at the university will help them to achieve their dream job. Therefore, there are always uncertainties and anxiety for undergraduates that add to the challenges of the identity-seeking process. For the majority of students, stress is part of everyday life and a normal reaction to the demands of university life.

Adjusting to university can be difficult and if you're struggling to keep up with your study load, stay on top of things financially or balance your commitments, the stress can get overwhelming.

A small amount of stress can help motivate or equip you to deal with challenges, but there are ways you can learn to manage your studies so that the stress doesn't get too much.

Study tips

Staying on top of your study load, managing your time well and keeping organised are all important factors when trying to keep your stress levels down. Try the following.

- Plan ahead.
- Make a weekly plan.
- Remind yourself why you're here.
- Practise mindfulness.
- Get enough sleep.

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- Exercise regularly.
 - Maintain a good study/life balance.

Procrastination

Procrastination is the negative cycle of delaying tasks that need doing. All of us procrastinate from time to time, but for some students the problem is more serious: stopping them from submitting assignments on time or studying for exams. This can lead to feelings of guilt or anxiety, which then feed the habit of procrastination, making it very difficult to break out of.

Perfectionism

Perfectionism arises from the belief that you need to perform at your absolute best all of the time. It involves setting standards for yourself that are inflexible and unrelenting and often comes with an excessive fear of making mistakes. The demand for perfection often leads to excess stress and anxiety or procrastination and can ultimately hinder performance.

It can also start to impact on your self-esteem as you start to believe that others will value you only if you achieve perfection.

Exam anxiety

It's normal to experience anxiety both in preparation for and during exams; a moderate level of anxiety is actually a prerequisite for optimal performance. The challenge is to recognise when anxiety levels have increased past an optimal level and learn to manage anxiety so that it doesn't hijack performance.

Topic-2 Building Resilience

“It’s your reaction to adversity, not adversity itself that determines how your life’s story will develop.”

- Dieter F. Uchtdorf

What is Resilience?

Resilience is typically defined as the capacity to recover from difficult life events. Resilience is not a trampoline, where you’re down one moment and up the next. It’s more like climbing a mountain without a trail map. It takes time, strength, and help from people around you, and you’ll likely experience setbacks along the way. But eventually you reach the top and look back at how far you’ve come.

Factors for Resilience

While individuals process trauma and adversity in different ways, there are certain protective factors that help build resilience by improving coping skills and adaptability. These factors include:

- ✓ **Social Support** – Provide support in times of crisis or trauma support resilience in the individual. Social support can include immediate or extended family, community, friends, and organizations.
- ✓ **Realistic Planning** – The ability to make and carry out realistic plans helps individuals play to their strengths and focus on achievable goals.
- ✓ **Self-Esteem** – A positive sense of self and confidence in one’s strengths can stave off feelings of helplessness when confronted with adversity.
- ✓ **Coping Skills** – Coping and problem solving skills help empower a person who has to work through adversity and overcome hardship.

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- ✓ **Communication Skills** – Being able to communicate clearly and effectively helps people seek support, mobilize resources, and take action.
 - ✓ **Emotional Regulation** – The capacity to manage potentially overwhelming emotions (or seek assistance to work through them) helps people maintain focus when overcoming a challenge.

Types of Resilience

The word resilience is often used on its own to represent overall adaptability and coping, but it can be broken down into categories or types:

- Psychological resilience
- Emotional resilience
- Physical resilience
- Community resilience

What is Psychological Resilience?

Psychological resilience refers to the ability to mentally withstand or adapt to uncertainty, challenges, and adversity. It is sometimes referred to as “mental fortitude.”

People who exhibit psychological resilience develop coping strategies and capabilities that enable them to remain calm and focused during a crisis and move on without long-term negative consequences.

What is Emotional Resilience?

There are varying degrees of how well a person copes emotionally with stress and adversity. Some people are, by nature, more or less sensitive to change. How a person responds to a situation can trigger a flood of emotions.

Emotionally resilient people understand what they're feeling and why. They tap into realistic optimism, even when dealing with a crisis, and are proactive in using both internal and external resources. As a result, they are able to manage stressors as well as their emotions in a healthy, positive way.

What is Physical Resilience?

Physical resilience refers to the body's ability to adapt to challenges, maintain stamina and strength, and recover quickly and efficiently. It's a person's ability to function and recover when faced with illness, accidents, or other physical demands.

What is Community Resilience?

Community resilience refers to the ability of groups of people to respond to and recover from adverse situations, such as natural disasters, acts of violence, economic hardship, and other challenges to their community.

Factors that Contribute to Resilience

Capability of learning the skills

Social support

Holding positive views of themselves and their abilities

Possessing the capacity to make realistic plans and stick to them

Having an internal locus of control

Being a good communicator

Viewing themselves as fighters rather than victims

Having high emotional intelligence and managing emotions effectively

The 7 Cs model for Resilience

Young people live up or down to the expectations that are set for them and need adults who love them unconditionally and hold them to high expectations. The American Academy of Paediatrics summarizes the 7 Cs as follows:

Competence - This is the ability to know how to handle situations effectively.

Confidence - True self-confidence is rooted in competence. Individuals gain confidence by demonstrating competence in real-life situations.

Connection - Close ties to family, friends, and community provide a sense of security and belonging.

Character - Individuals need a fundamental sense of right and wrong to make responsible choices, contribute to society, and experience self-worth.

Contribution - A sense of purpose is a powerful motivator. Contributing to one's community reinforces positive reciprocal relationships.

Coping - When people learn to cope with stress effectively, they are better prepared to handle adversity and setbacks.

Control - Developing an understanding of internal control helps individuals act as problem-solvers instead of victims of circumstance.

The 7 Cs of resilience illustrate the interplay between personal strengths and outside resources, regardless of age.

Tips to Improve Your Resilience

- ❖ Building strong, positive relationships with loved ones and friends
- ❖ Make every day meaningful. Do something that gives you a sense of accomplishment and purpose.
- ❖ Set goals to help you look toward the future with meaning.
- ❖ Learn from experience. Past experiences help you identify positive and negative behaviour patterns - guide your future

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- ❖ Remain hopeful. You can't change the past, but you can always look toward the future.
 - ❖ Take care of yourself. Tend to your own needs and feelings. Participate in activities and hobbies you enjoy. Include physical activity in your daily routine.
 - ❖ Get plenty of sleep. Eat a healthy diet.
 - ❖ Practice stress management and relaxation techniques, such as yoga, meditation, guided imagery, deep breathing or prayer.
 - ❖ Be proactive. Don't ignore your problems.

Why is Being Resilient so Important?

You hear a lot about growing and developing resilience – both in ourselves and in children – for good reason.

- * Greater resilience leads to improved learning and academic achievement.
- * Resilience is related to lower absences from work or school due to sickness.
- * It contributes to reduced risk-taking behaviours including excessive drinking, smoking, and use of drugs.
- * Those with greater resilience tend to be more involved in the community and/or family activities.
- * Higher resilience is related to a lower rate of mortality and increased physical health

Always Bounce Back – Be Resilient!

Resilience is an important ability and something that you can get better at with time.⁶ Start by practicing some resilience-building skills in your daily life. Developing a positive outlook, having a strong support system, and taking active steps to make things better can go a long way toward becoming more resilient in the face of life's challenges.

“Resilience is accepting your new reality, even if it’s less good than the one you had before. You can fight it, you can do nothing but scream about what you’ve lost, or you can accept that and try to put together something that’s good.”

-Elizabeth Edwards

Topic-3 Components of A.Q.

What is Adversity Quotient?

If emotional quotient is one's ability to handle emotions well, then adversity quotient is the ability to handle adversities well. If A.Q. sounds like resilience, that's because it is. It is one of the most sought-after characteristics of a person in many industries. It is known by many other names: grit, backbone, fortitude, persistence, tenacity, and self-sufficiency. Unlike I.Q. and E.Q., employers associate A.Q. with stability, strength, and power.

A person with a high adversity quotient is someone who can stick out in a job in spite of its dire circumstances. For people working in human relations, they might gain an idea of a person's A.Q. when they ask questions like how long you've stayed in your previous job, what made you leave, and what problems you encountered during your former work environment and how you handled them.

People with high A.Q. are also the ones who can adapt to drastic changes in an organization, such as changes in management, sudden cost-cutting measures, and being assigned heavier workloads. It does not mean that they sacrifice personal well-being for the sake of grit—they make sure to deliver results first before negotiating terms later. It is like saying, "Yes, what you want is possible, in fact, these are the great results and improvements we made because of it. However, these changes are also taking a toll on the team because..."

In the face of adversity, high-A.Q. people will regard it with some level of perceived control, which means they think they have some level of influence over the adversity. Of course, not all adversities can be controlled but, according to Albert Bandura (1997), people

who believe they can achieve certain outcomes despite dire circumstances have the incentive to act.

Another trait of people with high A.Q. is having high endurance, which is closely linked with a perception of adversity's temporariness. According to Peterson and Steligman (1993), people who perceive adversity as something temporary are more likely to endure it because they hope that such adversity will pass.

C.O.R.E. Dimensions of Adversity Quotient

Adversity quotient encompasses four dimensions which measures the AQ of an individual. They are Control, Ownership, Reach, and Endurance embodied in the acronym C.O.R.E.

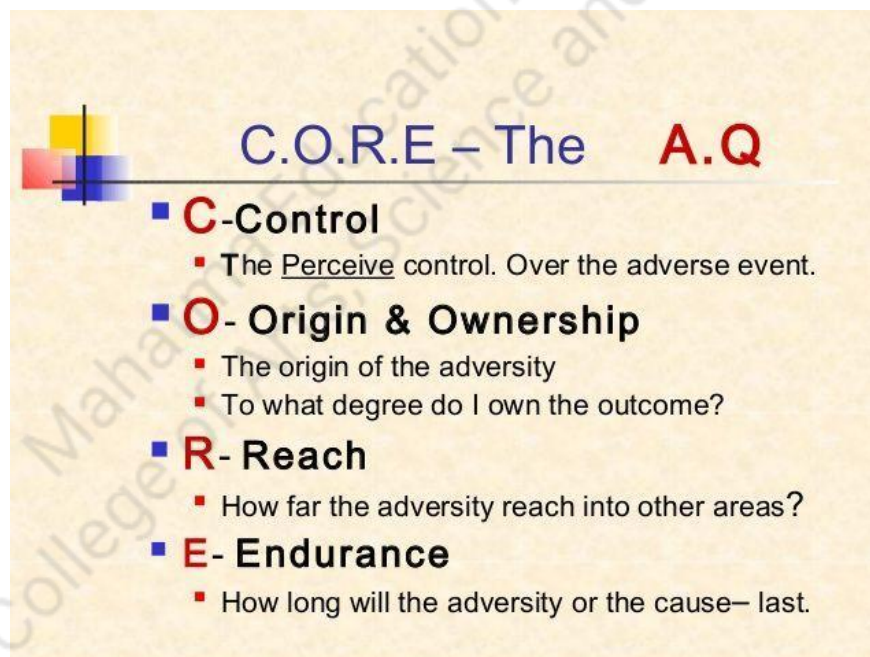
C stands for perceived control over adversity. Being able to predict and control events fosters adaptive preparedness. On the other hand the inability to exert influence over adversity breeds apprehension, apathy, and occasionally despair (Bandura, 1986). Specific perceived control over adversity is a major source of action because people who believe they can attain certain outcomes have the incentive to act (Bandura, 1997).

O stands for the perceived ownership of the outcome of adversity. Some individuals experience strong emotions and discontent when they fail to achieve certain outcomes (Medvec, Madey, and Gilovich, 1995). Very often the discontentment drives the individual towards taking accountability of their actions and therefore the outcomes. They take steps to circumvent unpleasant events or center their attention on the outcomes of adversity regardless of its origin (Stoltz, 1997)

R stands for reach, which look at the perceived scope of the adversity, i.e. how far the adversity gets into the areas of one's life. The greater the perception of the scope of adversity, the more handicapped such persons will feel. They tend to adopt pessimistic outlooks, experience agitation, sleeplessness, bitterness, and helplessness; make poor decisions; and become socially and professionally isolated (Stoltz, 1997). The ability to manage the "reach" of adversity, the ability to quarantine adversity benefits all individuals regardless of occupations (Lyubomirsky, Caldwell, and Nolen-Hoeksema, 1998)

E stands for endurance, which is linked to the perceived duration of the adversity. Attribution theory of Peterson & Seligman et al (1993) indicated that there is a big difference between people who attribute adversity to something temporary versus something more permanent or enduring. Applying this theory, people who see their ability as the cause of failure (stable cause) are less likely to continue than people who attribute failure to their effort (a temporary cause). An element of endurance is also the sense of hope that “this too shall pass”. Hope is a confidence grounded in a realistic appraisal of the challenges in one’s environment and one’s capabilities for navigating around them (Groopman, 2004)

Currently C.O.R.E. is used to measure AQ of an individual with the Adversity Response Profile. However there is no tool as far as I know that measures the C.O.R.E. of an organization. In my next posting, I will share a simple questionnaire I developed and used, in an attempt to determine the C.O.R.E. or AQ of an organization, hopefully leading to an objective measure of Organizational Resilience.



The Three Different Types of People

from the moment your alarm clock goes off in the morning until you drift off to sleep at night, you will face dozens of adversities, ranging from petty annoyances to major

setbacks. According to Paul Stoltz, president and CEO of PEAK Learning, Inc., and author of Adversity Quotient, “the realities of today’s entrepreneurial, high-velocity economy demand greater speed, capacity, and capabilities. And everyone faces adversity. The difference is how people handle it.”

Before you mention the features and benefits of your offerings, passionately share your purpose and beliefs.

Stoltz, an avid mountain climber and expert on human resilience, divides the workplace into three groups of people:

Quitters: The Quitters are often bitter and resentful and the loudest whiners. They retired 20 years ago but never told anyone.

Campers: The Campers have worked hard to find a safe plateau in life. They would say that they have been aiming for this spot all their lives and now they can finally camp. The good news is that inside every camper is a climber!

Climbers: Climbers never stop learning and growing. Climbers are relentless in their pursuit of their lifetime goals. They inspire others to see their full potential. They have purpose and passion in what they do regardless of their job or spot in life.

Stoltz’s research shows that 90% of today’s workers are campers—those who have settled into a safe, shady spot on their career path. Unlike the quitter, the camper still has a flame burning inside. And with a meaningful cause supported by a future vision of success, the camper will climb once again.

No matter how high your IQ (your brain) or how strong your EQ (capacity to manage your emotions), it is your AQ that affects your drive and motivation. What is AQ, and why is it so meaningful to you? AQ stands for “adversity quotient”: your ability to endure setbacks and keep believing that you can improve challenging situations. To thrive in the business of insurance and risk management, you must have a high AQ and be a climber. You must demonstrate relentlessness in your life. You must have a cause: a purpose and passion that drives you. And you must have a vision to take you to the next level of success.

Activity

Students learn the process of visual imagery as a technique to help themselves calm down

Teacher leads students through the process of visual imagery as a relaxation technique

Instructions:

- 1. Students sit comfortably for this activity
- 2. Use a calm, low, slow voice and give sufficient time between each visual suggestion for students to “ease” into the vision and “see” each step.
- 3. Create your own visual scenario appropriate to students’ age, experience and interest.
- 4. Practice this imagery in class for 10–20 minutes.

Example:

• Close your eyes. “See” in your mind’s eye a beautiful beach. The sun is shining warmly, the breeze coming from the ocean is soft and warm, palm trees are overhead and a few seagulls circle about. Imagine walking barefoot in the warm sand, feel your feet sink in the sand with each step. Walk toward the water’s edge and let the water roll over your feet. Jump in the water; it is warm, gentle and very refreshing. Come out of the water and walk to your big beach towel, lay down and relax. Rest for a while in all the peace and beauty surrounding you. Imagine how it looks, how it sounds, how it smells. Breathe in deeply the warm ocean air, stay as long as you like. When you are ready to leave, go to the edge of the water and throw in anything that has been bothering you, anything you wish to be rid of in your life, anything you are feeling sad or angry about, anything you worry about (e.g. problems at home, violence in your neighborhood, bullies, death of a loved one, issues with friends). Picture it as a big rock, a chain, a heavy bag over your shoulders, or any image that helps you see it as undesirable.

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“Teamwork is the secret that makes common people achieve uncommon results.”

Ifeanyi Enoch Onuoha

(Nigerian author and educator)

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