

Unit : 6 Interpersonal Relationships

Activity 1 : Sharing Feelings

Theme: Sharing feelings helps us build healthy relationships. It helps to bring us closer to others and to resolve our conflicts. This activity describes the importance of sharing feelings to the students.

Time Required: 1 period

Materials Needed: Whiteboard and marker pens

Mode: Group work

Life Skills to be enhanced: Interpersonal Skills and Self Awareness

Objective: Students will be able to share their feelings confidently.

Getting Started:

Encourage students to volunteer, one at a time, to come and enact an emotion, e.g, happy, sad , angry etc and the others to guess and then imitate the same.

Process:

- Write down a statement - '*It is good to share our feelings with friends*' on the board (also read it out aloud).
- Instruct students to write on sheet of paper 'Agree' or 'Disagree', depending upon whether they agree or disagree with the statement.
- Ask all those who have agreed to form a group and those who have disagreed to form another.
- If there are more than ten students in a group divide them into two sub groups.
- Instruct each group to present their case and try to convince the other groups why they agree or disagree. Allow them five minutes to prepare.
- Let each group make a presentation and allow a brief discussion between the groups (10 minutes).
- Let students describe the benefits of sharing feelings and list them on the board.

(Note : Sharing feelings helps bring us closer to people, clarifies meaning, helps resolve conflicts and hence builds better interpersonal relationships.)





Key Messages

1. Sharing feelings with each other brings people closer.
2. Sharing feelings also helps in a step towards resolving conflicts, if any.

Suggested Further Activity:

Encourage students to approach one person (family, friend, teacher) and share how their relationship makes them feel and why.



Courtesy: Garima (X-B) Salwan Public School

"Whenever you are in conflict with someone, there is one factor that can make the difference between damaging your relationship and deepening it. That factor is attitude."

- William James





Activity 2 : What is my network of Relationships?

Theme: Interpersonal Relationships skill helps us to relate in positive ways with our family members, friends and acquaintances. This may mean being able to make and keep friendly relationships as well as being able to end relationships constructively. This activity helps students understand what makes our relationship with others good or bad.

Time Required: 1 period

Materials Needed:

- One large outline picture of a ship for the whole group with the title 'Relation-SHIP'
- Five outline pictures of ships with one of the headings:
 - ▼ Parents and Elders
 - ▼ Brothers, Sisters and Cousins
 - ▼ Friends
 - ▼ People in Authority (teachers, police, employers)
 - ▼ Neighbours
- Marker pens or crayons and worksheet

Mode: Individual and Group activity

Life Skills to be enhanced: Interpersonal Relationships and Self Awareness

Objectives: Students will be able to:

- explain the significance of relationships;
- recognize the factors that make the relationships good or bad.

Process:

- Encourage students to share their views about relationships.
- Encourage students to give examples of people with whom they have a relationship such as:
 - Parents and elders
 - Brothers, sisters and cousins
 - Friends
 - People in authority (teachers, employers)
 - Neighbours
- Show the picture of the relation-SHIP. Ask for an example of what makes a relationship strong (saying kind things to someone). They are needed to keep the SHIP sailing. Write the example in a suitable place on the ship (hull, engine, etc). Then ask for an example of something that can weaken or damage relationships (For example,





Taking something from a person without their knowing about it). Write it in the water/air surrounding the ship (stormy water, strong wind, rocks).

- Divide students into groups. Each group takes one kind of relationship (the list).
- Instruct each group to discuss (using the five ships) two or more examples that make the relationship strong and write them on the ship.
- Ask them to discuss two more examples that could damage the relationship and draw or write them in the water and the air surrounding the ship.
- Display their Relation-SHIP posters. Instruct the groups to study each other's posters and explain their drawing to others.

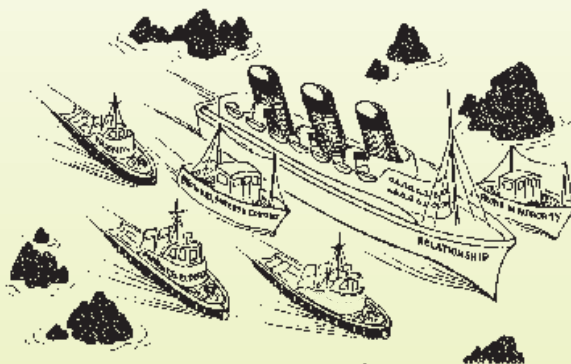
Key Messages

1. Interpersonal Relationship Skill is important in our lives to maintain a good relationship with others.
2. This skill helps us to relate in positive ways with the people we interact.

Final Discussion:

- What are the most important relationships? What are the key features of a good relationship?
- What makes relationships good or bad?

Worksheet



Suggested Further Activity:

Instruct students to do the following:

Spend some time thinking about a relationship that is good and not good. Suggest some measures to resolve the latter.

Adapted from 'The Life Skills-Handbook' by Clare Hanbury (2008)





Activity 3 : Interpersonal Relationships

Theme: Interpersonal Relationships skill helps one to relate in positive ways with the people one interacts. Sometimes one is caught in a conflict with others. We need to resolve it after examining the needs of all the parties involved. Through this activity the students learn to resolve their conflicts in a proper way.

Time Required: 1 period

Materials Needed: Story, worksheet, whiteboard and marker pens

Mode: Pair and whole class

Life Skills to be enhanced: Interpersonal Skills and Self Awareness

Objective: Students will be able to understand the needs of all the parties involved in a conflict to resolve their problem.

Getting Started:

Encourage students to think of a situation when they were in a conflict or dispute situation. Instruct them to write the situation and what they did.

Process:

- Instruct students to sit comfortably.
- Tell them that you are going to narrate two versions of the same story.
- Read out the story A and story B.
- Now direct them to form pairs and fill up the given worksheet.
- Encourage the pairs to volunteer to share the content of worksheet with all.
- Discuss the following points with the class:
 - a) What are the different ways that the students proposed to solve the problem of the story? Write them on the board.
 - b) What helped them to solve the problem?
 - c) Ask them whether understanding the feelings and needs of both characters was helpful in looking for solution. If it is, do they see the value and importance of understanding the feelings, fears and needs of all parties involved in their day to day conflicts.
- Instruct them to reflect on their conflict situation that they mentioned in the beginning of the session.
- Encourage them to now think of the needs, fears and feelings of the parties involved in the conflict.
- Ask them if they would now like to reflect on the way they addressed the problem.





- Ask them if they can think of a better solution to the conflict.
- Encourage volunteers to summarize the learning from the session.

Key Messages

1. All of us face a conflict/dispute with others in our lives.
2. To arrive at a solution, the needs of all the parties involved in the conflict should be taken care of.

Story - A

Little Rani lives with her mother in the small town just outside the forest. Her family shifted to this new part of the town as her parents' workplace was close by. Her parents had to work hard to meet all the expenses. Her grandparents live in the old part of the town which was just a small village few years back. Her grandparents are very old and keep unwell so little Rani takes for them one meal a day, which her mother prepares. The only way to her grandparents' house goes through the forest. In the forest animals like foxes live. One day when she was going through the forest to her grandparents' house, she met a clever fox who asked her for food. Little Rani explained that it was for her grandparents, the clever fox went away. When she reached her grandparents' house she could not find her grandfather and saw her grandmother lying in her bed. Grandmother started asking strange questions and seemed eager to get food.

Suddenly she saw it was not grandmother who is lying in the bed, it is clever fox. She immediately screamed for help. Some people who were working outside rushed in carrying their axes and rods and chased away the clever fox.

Story - B

The ancestors of the clever fox lived in the forest for many generations. The forest used to be much bigger and foxes used to roam freely and could find plenty of food. There was a small village just outside, but the villagers did not trouble foxes.

Times changed, a factory was built just outside the village and much of the forest was cut down. Many foxes were run down by the big trucks which carried materials for the factory. Also very little food was left as most of the forest was cut down. Foxes had to look for food outside the forest. Life became very dangerous.

One day the clever fox saw little Rani carrying food and walking through the forest which now they called park. When the fox asked for food, Rani refused and told that she was taking it for the grandmother. The clever fox ran fast and upon reaching little Rani's grandmother's house, put on some of the old woman's clothes and pretended to be Rani's grandmother. When Rani came in, the clever fox tried to get food from her. Little Rani saw who this grandmother was and screamed. Her loud voice for help alerted people who were working outside and came with their axes and rods and chased away the clever fox.





Worksheet A

After listening to the story of Rani and fox, fill in the grid below:

	Rani	Fox
Feelings		
Fear		
Needs		

How can the problem be solved?

What helped in coming to a solution?

Worksheet B

Own dispute/ conflict situation

	Person 1	Person 2
Feelings		
Fear		
Needs		

What can be done to meet the needs of both people?

Suggested Further Activity:

Encourage students to do the following:

Think of a situation in which two of your friends, caught up in a dispute, approached you for resolving their dispute. At that time, did you examine the views of both your friends to resolve their dispute or not? If not, then how did you try to resolve their dispute?





Activity 4 : The Complete Picture!

Theme: Every person is important in a Relationship Web. We need to appreciate the presence of others in a team as together they can accomplish the task because of their unique strengths. The activity will help the students to recognize the importance of everyone in a teamwork.

Time Required: 1 period

Materials Needed: Worksheet to create the complete picture, glue and scissors and one blank sheet per group [*where they will stick the puzzle pieces*]

Mode: Groups of seven students

Life Skills to be enhanced: Interpersonal Skills, Recognition of Diversity, Teamwork Skills, Communication Skills and Social Awareness

Objectives: Students will be able to:

- understand that each of us is like a puzzle piece and together we make a whole picture;
- recognize that each of us has our unique strengths;
- work as a team and appreciate diversity.

Getting Started:

Inform students that each of them is going to be given one piece of a puzzle that consists of a number [could be any number from one to seven]. There are seven pieces needed to complete the entire picture. Students have to find the missing numbers and together complete the picture.

Process:

- Cut out the SEVEN pieces of the picture and keep. Depending on the number of students in your class you will have to cut out the number of pieces. For example, if you have thirty five students in your class you will need to cut out five sheets as each sheet has seven pieces. In case you do not have a multiple of seven in your class [for example you have only twenty five students] you can adjust it by cutting only three complete sheets of seven each [$7 \times 3 = 21$] plus cut only another upto number four of the fourth sheet.]
- Give each student only ONE piece.
- Instruct them to write one of their strengths on each of their puzzle pieces. For example, '*I am good at Mathematics*', '*I make friends easily*', '*I am good at cricket*', '*I am polite*', etc.





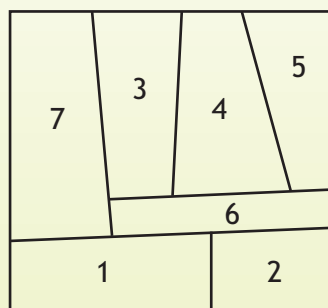
- Instruct them to put the puzzle together as a team, (Note: It may be chaotic as the students might run around trying to team themselves up with other numbers.)
- Students form groups that consist of numbers one to seven. Direct them to paste the numbers on a worksheet to form the puzzle.
- Remind them how each piece of the puzzle was equally important to complete the picture. Similarly each of us has an important and special part to play in the groups we work with (in our families, school, friend circle, etc).
- Remind them how even in their class they have students who are from different regions, religions, social status, languages, academic or sports abilities, but each is special and in their diversity lays their unity.

Key Messages

1. Each one of us should know that while we are special, so are others.
2. We need to respect and appreciate people who are different from us, as in our diversity lies our strength.

Worksheet

The COMPLETE Picture!



Suggested Further Activity:

Instruct students to list the activities of the school staff and faculty (i.e. from Principal to peon) in the school. If someone goes on a leave for a week, will the working of the school as a whole suffer? If yes, then how and why?





Activity 5 : I am not an Island!

Theme: We need to identify all the relationships we have with others and also understand the nature of these relationships. This activity will help the students to understand the importance of these relationships.

Time Required: 1 period

Material Needed: Worksheet

Mode: Whole class

Life Skills to be enhanced: Interpersonal Relationships, Self Awareness and Social Awareness

Objectives: Students will be able to:

- identify all the relationships they are a part of [family, school, friends and community];
- understand the nature of these relationships as they gain a deeper understanding of the importance of these relationships to them [positive as well as negative ones].

Getting Started:

Instruct students that each of them is going to create a '*I am not an Island*' worksheet that will highlight all the relationships they are exposed to and the effect it has on them [positive and negative]. Reinforce that unlike a lone island, we all need people around us and we are interdependent on each other [we have interpersonal relationships].

Process:

- Encourage students to think about the people they interact with (at home, extended family, on the way to school, at school, in their neighbourhoods, hobby classes, etc).
- Instruct them to draw very important relationships closest to themselves, just important in the middle, and those relationships which might cause them negative feelings farthest from themselves.
- Give them the worksheet and ask them to put up the names of the people or relationships they thought of in Step 1 and to use the guide given in Step 2.
- Now encourage them to analyze the nature of these relations, how important are they to them and the comparative degree of influence they have. (They can do this by thinking about how much time they spend with that person, how much they share with that person, how much they trust that person, any common interests, etc. Remember to encourage the students to think of any negative or conflicted



relationships like the boy or girl in the hobby class who bullies them, the boy or girl in the neighbourhood who teases or excludes them, etc.)

- Ask a few students to volunteer to share their '*I am not an Island*' worksheet with the rest of the class.
- Use this sharing by the students as a way to further reinforce the objectives and key messages.

Key Messages

1. We interact with different people everyday. Some people or relationships are more important than the others.
2. Some interactions may be negative and cause us to feel hurt. We should talk about these interactions to our parents or close friends and find ways to deal with them appropriately.



Courtesy: Akshit (VII-B) Salwan Public School

"No matter how busy you are, you must take time to make the other person feel important."

- Mary Kay Ash

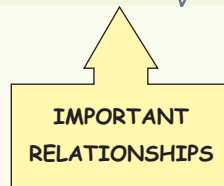




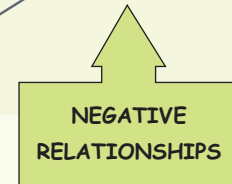
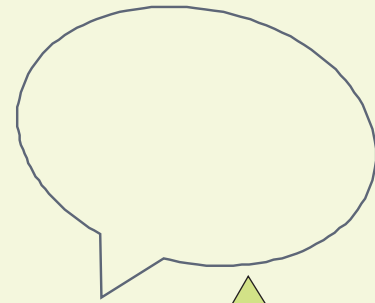
Worksheet

I am Not an ISLAND!

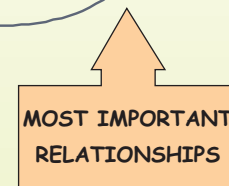
The People I interact with are:



IMPORTANT
RELATIONSHIPS



NEGATIVE
RELATIONSHIPS



MOST IMPORTANT
RELATIONSHIPS



Suggested Further Activity:

Ask students to list the names of the persons with whom they had interacted and who made them happy.



Activity 6 : My HELPING Hands!

Theme: Good relations with friends are an important source of mental support. Maintaining good friendship takes time and sharing. This activity will acquaint the students with the qualities of a good friendship.

Time Required: 1 period

Material Needed: Worksheet to create their 'Helping Hands'

Mode: Whole class

Life Skills to be enhanced: Interpersonal Relationships, Self Awareness and Empathy

Objectives: Students will be able to:

- identify the qualities of a good friendship;
- identify ways in which they are a good friend to others;
- recognize the important aspects (i.e. commitment and sharing, and time) of friendship.

Getting Started:

Inform students that each will be given a 'Helping Hand' worksheet and they have to think of atleast five ways they have been a good friend. Tell them to think of actual examples and not just make up examples.

Process:

- As a group, brainstorm with the class what goes into making a good friendship [Reinforce that true friendships can last a lifetime and they take time. Commitment and sharing are its important aspects].
- Give each student a 'Helping Hand' worksheet and tell them to draw the outline of their hand on it.
- Instruct them to write a way they have been a good friend on each of the fingers (five in total).
- Make sure that they use actual examples and can even give the name of the friend to whom they extended a helping hand.
- Ask for volunteers to present their 'Helping Hand' worksheet and use this sharing as a way to further reinforce the objectives and key messages.





Key Messages

1. Identify the qualities necessary to sustain friendships.
2. Each of us is capable of being a good friend and making friends.

Worksheet

Friendship – The Ways I lend a HELPING HAND

Draw the outline of your hand below and for each finger write an actual example of when/ how you were a good friend!

Suggested Further Activity:

Instruct students to make a list of the help given by them to their mother, father and siblings in accomplishing their work.

