Module 2

Developing Personal-social Qualities for Creating a Safe and Healthy School Environment

Overview

Teachers as effective facilitators play a crucial role in ensuring holistic development of students by not only providing knowledge and developing their cognitive skills but also by nurturing in them personal-social qualities and necessary skills, such as the skills of effectively communicating in personal and social relations, so that they are able to perform their best in every aspect of their personal, social and academic lives. Imbibing and displaying of personal-social qualities such as care, concern, sensitivity, acceptance, empathy, cooperation etc. by teachers, students and other stakeholders in classroom/school helps in creating a conducive environment, which is the precondition for learning.

In the 21st century we are surrounded by umpteen opportunities for interacting in virtual world. As a consequence the need to interact meaningfully in real world is diminishing. However, to nurture in students the value of real world relations and build their capacities for building and nurturing healthy interpersonal relationships it is pertinent to foster in them effective communication skills. These skills not only are crucial for students' interpersonal relationships at home and with family members and friendships but also for creating an effective and conducive teaching - learning environment, wherein both teacher and student can transact effectively , thus making the process of learning a meaningful endeavour.

This module provides guidance for developing personal-social qualities in students and also help state resource groups and teachers to assess themselves on these qualities and showcase them in their interactions with students.

Learning Objectives

This module will help teachers to:

- Build their understanding about the personal-social qualities.
- Reflect on their own personal-social qualities for the development of the same in learners.
- Develop qualities and skills required to provide guidance in classroom.
- Create an environment in schools/classrooms where everyone feels accepted, confident, cared and are concerned about each others well-being.

Develop Understanding

In the following section attempt is made to develop understanding on personal-social qualities, opportunities in school where personal-social qualities can be nurtured and also understanding the learner.

Personal-social Qualities

School occupies a significant place in the lives of students especially in view of the number of years they spend there. Students have varied experiences in school (relating to learning, classroom teaching, instructions, success or failure, interaction with teacher, principal and other students), which have immense impact on their lives. School environment creates a context for the students to develop their personal-social qualities which influences their learning and behaviour in all aspects of their lives.

Feelings and emotions play a significant role in how students approach learning and what is learned. Positive feelings, such as happiness, joy, excitement, etc., enhance motivation and facilitate learning and performance. Negative feelings and emotions, e.g. anger, sadness, guilt, rage, insecurity and related feeling like fear of punishment, ridicule, stigmatising labels, generally detract from motivation and interfere with learning. It is therefore important to recognise that students come to the classrooms with emotions and a predisposition about being a student. Fostering a positive classroom climate is essential for students to feel safe and accepted. When teachers display that they are interested to know and help students, care about them, students not only feel safe and secure emotionally but also try to replicate such qualities in their day-to-day interactions.

Therefore there is a need for teachers to understand the importance of these qualities and skills as an important support for learning and holistic development of children.

In school, students from diverse backgrounds with their unique experiences, personal characteristics, interest and abilities contribute to the development of their personal-social qualities, when working in groups. Personal and social capability supports students in becoming confident individuals who are able to take appropriate decisions in every aspect of their life.

As an effective helper teachers can facilitate a change in the learners' beliefs, their feelings, their thought processes and behaviour so that they are able to focus on their academic pursuits and perform their level best in every aspect of their personal and social life.

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Teachers who are skilled in communication, classroom management and appropriate disciplining techniques create a positive learning environment. Although being well versed in their subject area is important, however being able to communicate necessary concepts in a way students can understand is crucial. Teachers through their effective communication skills also help students to learn to communicate meaningfully and effectively. By imbibing and displaying personal-social qualities they interact in more supportive and encouraging ways with students and others in school and set behavioural guidelines. Therefore teachers through their own competencies and skills foster the same in their students.

Activity for teachers to identify personal-social qualities in themselves and others

- Make the teachers sit in a group.
- In each group, ask the participants to make a list of people whom they admire. These people can be from their family, neighbourhood, workplace, classroom etc.
- They discuss amongst themselves the good qualities these people have.
- Draw a list of qualities they think are important to develop to contribute to the society.
- Ask teachers to list the qualities they have recognised in themselves while doing the group work.

Opportunities in School where Personal-social Qualities can be Nurtured

- Curriculum—provides space for the development of personal-social capability along with cognitive development. Teachers need to observe these spaces, transact the curriculum through teaching-learning processes highlighting the development of certain qualities during transaction of the content. For example, activities given in the textbooks in sciences and social sciences, if conducted by making groups, decision making abilities and team building capabilities etc., in students will be strengthened. Health, sports, physical education, arts education, are also some other curriculum areas that contribute significantly in the development of these qualities.
- Various school activities, such as morning assembly, Annual Day, celebrating festivals, even the mid-day meal, kitchen garden, Eco Club, Youth Club, etc., also provide adequate

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space for developing social-personal qualities and life skills such as sensitivity towards environment protection, team work, problem solving, critical thinking, creativity, etc.

- Pre-vocational Education (at upper primary stage)—These days emphasis is being given on pre-vocational education starting from Class VI. Under this, schools need to identify some of the productive work activities and integrate it with mathematics, science, etc. For example, while teaching history, we often come across the concepts of museum, monuments at different places and teachers can introduce the idea of travel and tourism as one of the vocational education sectors while teaching this. This will help students to choose their vocational education course in Class IX. Conducting activities linking them with pre-vocational education help children develop personal-social qualities such as decision making, problem solving, communication, etc.

Library — A rich resource

Library is a space where discussion on stories/books can be organised by way of reading aloud, story-telling, reflective sessions on activities, stories, book, etc. Good children's literature is an important source to develop these qualities.

Understanding Learners

While observing students on their cognitive and social-personal development, teachers may come across various academic, personal and socio-emotional needs of elementary stage learners that they can facilitate and support. These are

- smooth transition from home/playschool to formal school and schooling.
- making adjustment with school and people in the school.
- taking responsibility of one's own action, particularly academic.
- building awareness about ones physical, emotional and social self and understand that she/he is unique.
- developing healthy habits (eating healthy, cleanliness and organisation of personal belongings).
- development of self-image and self-esteem.
- establishing healthy peer relationships.
- building appropriate social skills to nurture healthy social relations.
- developing understanding of the diversity in classrooms.
- develop appreciation and respect for all those with whom they interacts with, irrespective of their caste, religion, gender, etc.
- developing team spirit, problem solving and decision making skills as a team member, etc.
- learn to identify conflict arousing situations and people.

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- ability to work independently as well as within groups by collaborating and cooperating.
- learning to use time meaningfully (for improving their academic skills).
- developing feelings of belongingness, being appreciated and accepted.
- making academic choices, communicating feelings of competence and confidence, establishing academic goals.

In the upper primary stage of education, some of the needs of learners, where teachers can facilitate and extend support, are as follows—

- applying study skills for academic success.
- learning to use learning aids, tools and techniques adequately.
- raising hypothetical questions and being encouraged to find answers.
- learning to communicate one's thinking and feelings with clarity.
- ability to accept physical changes in themselves as normal.
- understanding and accepting the differences in the rate of physical growth among themselves and peers.
- developing friendship with peers.
- understanding traditional gender role stereotypes.
- making friends in different social milieu (school, home, tuition class, etc.).
- developing feelings of belongingness, appreciation and acceptance particularly with friends and peers.
- inculcating cognitive and affective independence, particularly by becoming aware about their own feelings as well as of others.

Qualities and Skills Necessary to Provide a Healthy Environment in School and Classroom

Some qualities and skills teachers need to develop for creating healthy environment in school/classrooms and provide guidance to students are given below:

Sensitivity and Care

Being sensitive and caring about one another is one of the primary qualities necessary for building, maintaining and improving any interpersonal relationship. In the teaching-

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learning environment these qualities also play a crucial role in building and strengthening the bond between teacher-student, student-student, teacher-teacher, etc.

In the classroom, sensitivity and care when expressed through verbal and non-verbal behaviour by teacher to students and vice-versa as well as between students, it conveys an understanding for each others' strengths and weaknesses without being judged or evaluated. This feeling encourages all to exert more effort and strive to improve upon their weaknesses and strengthen their abilities, thus leading to a psychologically safe and conducive environment.

Sensitivity also involves awareness of one's own attitudes towards sensitive issues such as gender, culture, disability, social disadvantage, human rights, etc. which help to recognise one's actions (in thought, feeling and behaviour). Sensitivity assists teachers in knowing, understanding and evaluating their students' strengths, weaknesses, unique characteristics, etc. in an unbiased way.

To be a sensitive and caring individual one requires to be a good observer of one's own and others expressions, have the capability to understand feelings and thoughts through one's verbal and non-verbal expressions, have the ability to accept own self and others as they are without any biases, ability to share one's resources (physical, cognitive, etc.) with dignity and show respect towards others resources. Being sensitive and caring also requires to have patience and communicate the same to others.

Group activity to develop sensitivity in teachers towards diversity in their classroom

In your class there are 4–5 students who do not have adequate time at home to study and do their homework as they have to help their parents with household work. There are few students who have difficulty in understanding what is being taught in class and often remain quiet during interactions. There are also 2–3 students who have been readmitted after having dropped out from school, three years back, and do not pay attention nor let others focus on the transaction in the class.

As effective facilitators how will you demonstrate your sensitivity and care to

- facilitate their learning,
- make them feel accepted, encouraged and motivated

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Activity to develop sensitivity and care among students

"What do we have in common"

- Make your entire class stand in a circle and count 1–5.
- All 1's form a group, similarly all 2's, 3's, 4's and 5's from separate groups.
- Each group is given 4-5 minutes to interact with their team members and find out five things that they have common in them. These common things cannot be related to their class/school or anything that is obvious.
- Once time is up, the group members from each group share what are the five things common in them and also introduce themselves.
- You may assign the newly formed groups to sit together for the entire day and be each other's support in all activities they undertake in school on that day.

Trustworthiness

Teacher-student relationship is key to ensuring students feel good not only about being in class and school but also as an individual. When students perceive that their teacher genuinely (truly) respects and likes them, is sincerely concerned about their well-being, about their performance not only as student but also in all other aspects of life (at home, with friends, etc.) they are more enthusiastic and exert efforts to have attention in the class. In such a way teachers also showcase the quality of trustworthiness to their students, who further learn to imbibe and display the same in their interactions and in their relationships.

Being trustworthy is largely based upon one's ability to be truthful and sincere towards one's feelings and thoughts both about one's own self and that of others. It requires the ability to be open and frank in communicating one's feelings and thoughts, give feedback without disrespecting others. In the classroom when teachers and students convey their dependability and genuineness by being sincere, frank and forthright they convey their respect for one another, genuine interest and concern for each other, as well as, trust in each other's strengths and capabilities. These build and strengthen the bond between teacher and student as well as between students, which in turn motivates them to pay more attention and work together with enthusiasm.

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As effective facilitators' teachers need to convey their genuine interest, concern for and trust in their students' capabilities. For this, they need to be aware of their own thoughts, feelings, actions towards the students, respect them for their uniqueness and accept them as they are.

Taking interest in a student is evident when there is consistency in words, actions and feelings. For example, when you are saying that you are listening to what is being said by a student, then your posture (leaning forward) and interested facial expression (eye contact), etc., should also show that you are listening to the student. Teachers should not only feel genuinely interested in their students and be with them, but also express their genuineness through non-verbal behaviour.

Some ways through which genuine concern and interest can be communicated to students in your interactions with them are—

- greeting students with a warm smile as they enter the school/classroom.
- calling them by their names (both in the classroom as well as elsewhere in the school).
- asking them 'how are you feeling today' or 'how is the day going', etc., and carefully listening to what they are saying. This may be particularly encouraging for students who are shy and do not express on their own.
- making eye contact and acknowledging students' presence, their silent efforts and appreciating them.
- asking questions to know more about your students, as individuals, also convey your genuine interest in knowing them. Some ideal questions are—
  - What will you do when you have free time?
  - What will you say about yourself, if you are told to introduce yourself?
  - Doing what makes you most happy?
  - What makes you feel sad?
  - What would you wish to do when you grow up?
- you can also put up a 'Show-off' board in the class, where every week different students (may volunteer or the class decides who) put up something they will tell about themselves to communicate to their teacher and classmates—such as recently written poems by talented students, if someone likes to write poems then one puts up the recently written poem, some happy moment at school or at home, things happening at home for which the student is very happy,

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so she/he writes about it and puts up, etc. In other words, anything may be put up which will let the class know more about a particular student.

- collaborating with other teachers and sharing about the students' strengths with each other in school.
- it is important to give positive feedback about students to their parents during Parents Teacher Meetings (PTM) along with areas to improve upon in their behaviour, their interactions with peers and everyone in school (including non-teaching staff).

Discussion Point

Divide the participants in groups which will act as students, parents, teachers and principals. Give them five minutes to discuss about their feeling as a group before attending Parent-Teacher Meeting.

Give them two minutes for sharing their feelings and discuss the issues.

Activity to sensitise students on the quality of genuine interest, concern and respect towards one another

- Divide class in four groups (irrespective of their gender, socio-cultural backgrounds, abilities etc.).
- Two groups (Group A and Group B) are given a task (you may choose a lesson that requires group activity for this task).
- Of the remaining two groups (i.e. Group C and Group D) one group is assigned to extend support to Group A, so that they are able to complete the task. The other group is assigned to observe what Group B is doing and provide feedback (if they want) but not provide any other support to complete the task given to them.
- Once the given task is over, Group A and Group B share their feelings about
  - role of 'other' group in undertaking the activity
  - list down the qualities that helped them and those that did not
- Group C and Group D also share their feelings and observations when they performed their assigned roles.
- Encourage a group discussion on the significant role of being dependable for each other.
- Students make their own list of interactions at home, school and elsewhere, where they should display this quality.

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Positive Attitude towards self and others

It is very important for teachers to be optimistic and to foster a positive attitude within themselves and in their students. Being a role model for their students, teachers' positive attitudes plays a crucial role in developing the same in their students. There is need for adequate display of care, concern, and respect not only for students, but also for their parents, colleagues and other people working in the school environment. Being strong themselves, teachers can showcase it for their students, who face many obstacles in their growing up years, both as a learner and in their inter-personal relations. Some of the qualities that highlight one's positive attitude towards self and others are- feeling/seeing good in oneself and in others, taking initiatives and leading others, being cooperative, being sportive, etc.

Activity for teachers and students to see the good in self and others

Write about your and XYZ's strengths and positive qualities in the list below:

Today I am .....

Today XYZ is .....

For example:

- Today I am feeling 'helpful'
- Today I am feeling 'patient'
- Today I am feeling 'curious'
- Today XYZ is feeling 'trustworthy'
- Today XYZ feeling 'friendly'
- Today XYZ is feeling 'excited' after playing football.

Note:

- Each person can have their own 'I am' list, to which they can continue to add as and when they find a new quality about themselves.
- Each person can also have their XYZ list to which things continue to be added as and when they find a positive quality about XYZ.
- Encourage students to look up their 'I am' list whenever they feel any negative emotion (such as – upset/ distress/ sad/ worried etc.) and at the XYZ list whenever they feel any negative emotions towards XYZ

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Activity for teachers and students to recognise and appreciate leadership qualities

Hold a group discussion on:

- Who is a leader according to you in your group or class?
- Think of the person and write down few words describing that person mentioning why that person is a leader in your view.
- Think of three other persons in your immediate environment (e.g., family, neighbourhood, etc.) whom you consider leaders and write down a few words describing the qualities of each person.
- Make a list of all the qualities that the group or the class considers as qualities of a leader.
- Discuss your observations with your classmates.

Activity for teachers and students to appreciate 'co-operation'

- Select 10 members from your class randomly.
- All the teachers, have to prepare a poster on the theme for motivating students in their class, as a team.
- All the students have to prepare a poster on the theme of 'saving water'.
- Give them full authority and independence to do all the planning and carrying out the task in-hand.
- Other members of the class observe them as they go about doing the task in hand as a team.
- Once the activity is done ask the group members to share their experience of working in a team, feelings that were felt while working as a team. Also they share about benefits of cooperation and competition.

Note

For students: This activity may also be done by subject specific teachers and the task to be done by the group may be chosen from their textbook. For example, While teaching students different shapes, the teacher may form groups of 4-5 members and assign the task of identifying as many shapes as they can inside or outside the classroom to each group. (*Mathematics*, Class I)

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Activity for teachers and students to appreciate team spirit/cooperation

- Distribute paper to all participants and request them to draw whatever comes to their mind on the paper.
- Request the participants to pass on the paper to next person who again draws something on that paper before passing it to the next person.
- In this manner participants continue to draw and pass on the papers for 5-7 minutes.
- Participants are requested to place all the papers in the middle of the group.
- Facilitator then shuffles the papers and places them in the middle of the group with the request to all participants to identify the paper on which they had first drawn.
- Once participants have identified, facilitator asks them the following—
  - How did you identify your paper?
  - What is your feeling now as you look at the paper?
  - What according to you was your role in drawing on the paper?

This activity will help participants to understand the importance of team spirit/cooperation as each participant had contributed in their own ways in drawing on the paper. Therefore the drawing was not owned by one individual rather it was the outcome of everyone's contribution.

Note

Teachers may be asked the following at the end of activity

1. What did you learn from this activity?
2. How would you use the learning in your everyday transactions?

Students may be asked the following at the end of activity

1. What did you learn from this activity?
2. Identify situations at home and in school where you can use the learning from this activity.

Activity for students preferably at upper primary stage to appreciate 'Sportiveness'

Identify a child in your neighbourhood who does not take failure in any game in a good 'sport-person's spirit'. The child becomes irritated and blames everyone around for the personal failure.

- Talk to the child and try to find what initiated behaviour like this.

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- Do you see any similar behaviour in yourself/in a family member/schoolmate?
- Share your observations in the class (sharing may be through an essay/sketch/role play etc.)

Effective Communication Skills

If a teacher's communication skills (including non-verbal which involve speaking, writing, imagery, organisation of ideas in such a manner that they are comprehensible, their gesture and facial expressions, body language etc.) are good, they can convey ideas more meaningfully and in an interesting manner.

Since a large part of good communication is about knowing whether what has been said is understood, teachers need to notice when they have communicated effectively and when they have not been able to do so. They also need to do the same for their students and motivate them to observe their own skills in communication. A teacher has to ensure that what is being said is understood by all the students (irrespective of their diverse needs and backgrounds). Communication also involves explaining exactly what the assignments are and what the expectations from the assigned tasks are. When students fully understand what is expected of them, it's much easier for them to perform and deliver.

Effective communication skills include expression (verbal and non-verbal), effective listening and responding skills. For being effective teachers need to be attentive listeners. So in an ideal learning environment, teachers need to raise questions and then actively, carefully, empathetically listen to what learners have to say and accordingly respond.

Listening and Responding

Listening is a very important aspect in all communication and especially so in helping relationship. It is the skill of attentive listening which is essential for becoming an effective helper. In this type of listening, the teacher attends to student's verbal as well as non-verbal expressions and their behaviour.

Listening leads to responding by the receiver of information. People generally use five types of responses more often in their daily interaction that are identified by the five letters EISPU—Evaluative, Interpretative, Supportive, Probing, and Understanding. Each response conveys a specific intention of the responder. On the whole, it is most important to respond in a way that enhances trust and openness. It should provide

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opportunity to ventilate feelings, make objective decisions and constructive behavioural changes in students.

Reflective Activity for SRGs, Teachers and Upper Primary Students

- Do you often have to ask people to repeat themselves in order to understand what they are saying?
- Check whether you also attend physically i.e. leaning forward, maintaining eye contact, etc. while paying attention to words.
- List where you need to improve in your listening.

Empathy

Empathy is the ability to understand the feelings of another person from their perspective. It is like putting yourself in another person's shoes. Students' frustrations, anger, helplessness, indifference, fear and all other such emotions will become more apparent when you empathise with them. It is this skill which makes students feel that you are able to identify with their problems and without feeling sorry for them.

Activity for SRGs, Teachers and Students on Understanding Empathy

- Make participants stand in a circle.
- All participants are requested to remove their shoes and keep beside them.
- Facilitator now requests them to move in a circle and continuing doing so as long as facilitator keeps clapping.
- Participants are requested to put on the shoes which are besides them when clapping stops.
- Participants are requested to continue moving in circle wearing the same shoes as long as clapping continues.
- Once participants return to their original standing/ sitting position, participants are requested to take their seats without changing the shoes.

At the end of the activity participants are encouraged to share their experience of walking in someone's shoes.

Note

This activity will help participants to understand the true meaning of empathy and motivate them to understand another person's perspective.

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Activity for SRGs, Teachers and Students to sensitise them on Understanding Feelings of Others/Self

- Identify few emotions (excitement, worry, care and love, anger, happiness, etc.).
- Ask the group/class to express these emotions through their facial expressions and other non-verbal gestures.
- Reflect when they had noted the expressions/gestures in recent past in themselves and in someone very close (in family/school).

The skills associated with empathy are:

Verbal and Non-verbal Communication of Attentiveness

Communication of empathy would begin with being with the person totally, i.e., both physically and psychologically. 'Attentiveness' needs to be communicated both verbally and non-verbally so that the student can experience you are with her/him.

Verbal attentiveness is indicated by the use of words 'go on', 'uhn-ahn', hmm, along with head nods. Use of verbal attentiveness puts the teacher as a helper in a position to listen carefully and also enhances the feeling of being understood.

On the other hand, importance of non-verbal behaviour in communication has been well established. Facial expressions and hand gestures along with tone of voice are useful means of communicating any message.

Reflective Activity for Teachers and Students to Appreciate Non-verbal Attentiveness Gestures

- Observe your non-verbal attending behaviours such as your body posture, facial expressions and voice quality, for a week, as you interact with others.
- List down the non-verbal behaviours which you indulge in frequently.
- Collect feedback from family and peers on the above list of your non-verbal behaviours (what you do well and what needs improvement).
- Write down how you will improve upon your non-verbal attentive behaviours so that they reflect your empathy towards others.

Pace with Student's Mode of Experience

Another way of communicating empathy is to match or keep pace with your students' way of interpreting or expressing her/his experience. Trying to keep pace with students' experiences

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through their words, voice tone, eye movements, etc. and responding in the same modality helps to communicate empathy.

Paying attention to the language and type of words frequently used by a student can be helpful in understanding what sensory modality is being used. For example, if one is frequently using expressions such as "I see what you mean", "it shows" or "it is clearly visible", it indicates that the person is habitually using visual modality in his/her expressions.

Reflective Activity for Teachers on Empathy

A friend of yours or your favourite character in a TV serial may have recently experienced negative or a traumatic life event (i.e., death of a loved one or break-up of an important friendship) of which you are aware. Try to put yourself in the other person's shoes, try to experience how that person is feeling, what she/he is thinking and try to take her/his perspective of the entire situation. This will help you to understand better how that person is feeling.

Note

This exercise may be done in class, so that teachers can help students in overcoming any distress experienced by them.

Reflective Activity
(for KRPs, Teachers and Upper Primary Students)

Fill in the table to identify those skills which you think you have and need to be practised, and skills which you would like to develop. Be careful in giving only responses based on what you are and not what you should be—

Skills	You already have	Need to be developed
• Sensitivity		
• Being able to accept others		
• Flexibility to adapt		
• Taking a genuine interest		
• Empathy		
• Independent thinking		
• Taking initiatives		
• Not being too directive		

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• Being judgemental		
• Cooperative as a team member		
• Face obstacles/failures with a positive attitude		
• Taking lead		

The above activity will help you to get an insight into the skills that you already have and the ones you need to develop in order to understand people better and relate to them effectively.

Information to Students about Safe and Healthy School Environment

Let us Reflect—

- What is a safe school?
- What steps your school has taken to ensure physical, social and emotional safety for all?
- What is your role (as a teacher/student) in the same?

CHILD HELPLINE (1098 –24×7 Helpline for Children) Services

CHILD HELPLINE 1098 is a national 24-hour toll free emergency phone service for children in distress. The Helpline for Children is currently operational in 412 locations across the country. Child helpline received 1.45 crore calls during April 2016-March 2017 and more than 78 lakh calls during April-November 2017. The Child Helpline provides assistance to children in distress either by way of tele-counselling or physical rescue.

POCSO (Protection of Children from Sexual Offences)

POCSO e-Box is an online complaint management system for easy and direct reporting of sexual offences against children and timely action against the offenders under POCSO Act 2012. Link of the POCSO e-Box is—http://www.ncpcr.gov.in/user_complaints.php. Link for students to know about 'being safe online' : http://www.ncpcr.gov.in/showfile.php?lang=1&level=1&&sublinkid=1660&lid=1661. Link for teachers to know and make students aware about POSCO act: http://www.ncpcr.gov.in/showfile.php?lang=1&level=1&&sublinkid=1289&lid=1514.

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Activity for Students —Creating awareness about abuse

This activity will help to increase awareness among students about the importance of breaking their silence in unwanted situation/ uncomfortable feelings.

Ask students to think about the two given situations (teachers may develop similar situations specific to their contexts) in which the students are asked to keep a secret—

- First situation: My father/brother informs that he is planning to give something to my elder sister, which she has been wanting for long time and surprise her. But he wants me to keep this information to myself only.
- Second situation: A student of 10th grade in school forces me to give him my tiffin every morning and threatens to harm if I say anything to my teacher or to parents.
- Ask students to write down which of the information in the two given situations they would share with others. Ask students to read their answer aloud and explain why they have chosen one or the other.
- Next, talk to the students to help them decide in which situation they can continue to be silent and in which situation it is important that they share their feelings/ information.
- Students may be encouraged to write down/discuss situations where they have felt uncomfortable/disturbed/ ashamed but could not share with anyone.
- Discuss with students that actions/behaviours of others which make them feel uncomfortable need to be voiced and shared with family, friends, teachers.

Activity for Students —Empowering students to voice their feelings

- Ask students about the ways they think people can hurt others and write them down.
- Group their responses into two groups: Harming physically and harming their feelings.
  - Actions that annoy or harm the body: hitting, pushing,pinching hard, sexual abuse...
  - Actions that hurt feelings: demeaning, shouting,insulting, humiliating, being isolated at school, locked in/out of home, friends avoiding talking to you, being forced to do things that make you feel uncomfortable...

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Explain that things that hurt the body also hurt our feelings. These things make us feel sad, insecure, angry, rejected, humilated...

- Ask the students:
- Has anyone ever hurt your body or/and your feelings?
- Can we hurt ourselves? How?
- Is it possible that a friend, relative, teacher... can hurt us? If this happens, whom do we tell/talk to?

Ask students to open their hand and draw its outline on a paper. Now ask them to think of 5 people with whom they can share their feelings(tell them that at least 4 of these people need to be adults). Ask them to write names of 5 such people on each of the fingers of the hand.

- Ask them to write down/share what they like about these people.
- They can share with others in class why they trust them
- Discuss the characteristics of a person who can be relied upon. This would help students know the qualities about people whoes help they can seek, when there is a need to voice their feelings of hurt, discomfort etc.

Teachers play a key role in creating an environment that is conducive for learning in the class room. Knowing that students learn their optimal level when they are in an environment that is safe and well organised (both physically and emotionally). Teachers exert in making such an environment in the classroom for all learners. When learners feel safe and confident they are encouraged and motivated to actively attend, participate, explore and understand all that is being transacted in the classroom as well observe in their surrounding environment. For this, teachers need to take the following steps:

- Highlight the strengths of every child not just within the classroom but also while talking to parents during the PTMs so as to promote self-esteem and confidence.
- Informally connect with the child and parent to develop a trustworthy relationship so that children do not feel scared talking about their personal problems.
- Developing healthy classroom norms and conduct of behaviour which ensures safe and secure classroom environment.

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- Being vigilant and observant about unusual behaviours and signs of stress or depression and develop strategies to address them appropriately.
- Get information about various provisions and acts which equip students with the information regarding the possible modes of protection/complaints for their safety. Child Helpline and POCSO E-Box are some of them.

To sum up teachers must believe that every student is capable of doing well and that all have their specific strengths and abilities. With this belief they must strive to motivate and engage all their students to perform their level best both in their academic as well as personal and social life.

Teachers also play the role of a mentor and encourage students to strive to be as best as they can. This also includes encouraging students to enjoy learning and schooling.

Teachers also observe students in the classrooms, in the library, in the sports field and also during breaks between classes. The teacher is in a unique position to understand the students' needs and problems as well as any deviations in their behaviour. Teachers also have frequent interactions with the parents. Thus, they have access to information about a student's social-emotional concerns and any other difficulties. More than any other professional in the school, it is the teachers who occupy a key position in knowing their students. This gives ample scope for teachers to establish a relationship with each student based on mutual trust and respect and in the process become an effective helper for the students.

Activity for Teachers and Students to understand Personal-social qualities

- Divide the class into groups of 4–5 members and ask them to choose from the list of various personal-social qualities writing on the board such as Care and Sensitivity, Respect for self and others, Cooperation, Teamwork, Patience, Effective Communication, Leadership, etc. The chosen quality will become the name of the group.
- Ask group members/students to discuss about the quality they have chosen highlighting the following points and make a presentation on what they have discussed:
  - What do they understand about the quality they have selected?
  - What is it's relevance for them (teacher/student)?