



MINISTRY OF LABOUR
AND SOCIAL PROTECTION



ЗАСГИЙН ГАЗРЫН ХЭРЭГЖҮҮЛЭГЧ АГЕНТЛАГ
ГЭР БҮЛ, ХҮҮХЭД, ЗАЛУУЧУУДЫН
ХӨГЖЛИЙН ГАЗАР



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3-R Trainers' Kit

Rights, Responsibilities and Representation
For Children, Youth and Families

Module 5: Problem Solving and Social Skills



Busakorn Suriyasarn, Nelien Haspels and Rosalinda Terhorst

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By

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FOREWORD

Over the last decade, the Government of Mongolia has taken concrete measures towards the implementation of the ILO's Worst Forms of Child Labour Convention, 1999 (No. 182) and Forced Labour Convention, 1930 (No. 29). These efforts are in line with the 2030 Development Agenda which calls for the eradication of forced labour, modern slavery and human trafficking by 2030 and the elimination of child labour in all its forms by 2025.

Yet, to achieve these sustainable developmental results, key stakeholders in Mongolia have identified the need for a better understanding on how child and forced labour develops in today's context. This need is most acute on the side of state agencies and civil society organizations whose mission is to support children, youth and families who are at risk of child and forced labour and other forms of violence.

The Trainers' Kit on Rights, Responsibilities and Representation for Children, Youth and Families (3-R Kit) aimed at strengthening the capacities of both public and private entities in these areas. It was originally developed in 2006 by the ILO, and since then, successfully implemented in a number of countries including Mongolia where the first version of the training kit was used under the ILO/IPEC project in 2007. The 3-Kit has been recognized by the Mongolian Ministry of Labour and Social Protection and the Authority for Family, Child and Youth Development (AFCYD), government implementing agency as the most relevant and appropriate tool to strengthen the capacities of Mongolian public and private actors.

Under the framework of the "ILO/EU project on Sustaining GSP-Plus Status¹", the 3-R Kit has been revisited, adapted to the Mongolian context and validated by national trainers. We hope it will be of use to a large audience and eventually benefit those who most need it. The COVID 19 pandemic, which is unfolding at the moment of writing this note, has cast a new shadow on the wellbeing of vulnerable groups, particularly children. With an expected unfavorable economic environment for the upcoming years, governments, state entities, private sector, trade unions and civil society organizations all around the world are faced with the heightened challenge of eliminating child and forced labour by 2025 and 2030 respectively. The 3-R Kit is a modest contribution to support these efforts.

The ILO and the AFCYD are most grateful to the European Union's generous financial support, which made possible the realization of this Mongolian version of the 2020 3-R Kit. We look forward to our continuous engagement in support of most vulnerable parts of the population, helping to make sure that no one is left behind.

Enkh-Amar Mijidsuren
Chairperson
AFCYD

Claire Courteille-Mulder
Director
ILO Country Office for China and Mongolia

¹ Full title of the project is: "ILO/EU project on Sustaining GSP-Plus Status by Strengthening National Capacities to Improve International Labour Standards Compliance and Reporting-Mongolia Phase 2" (MNG/17/50/EUR)



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MODULE 5 PROBLEM SOLVING AND SOCIAL SKILLS

Module Overview

This module deals with problem solving, team work, people skills, and communication skills. Participants will learn how to find solutions to problems through creative and logical thinking processes, and how to work with others in a team. Participants, particularly children and youth, will also learn to develop interpersonal and social skills, identify potential dangers when meeting strangers or working with people, deal with conflicts, as well as learn responsible and safe use of social media.

This module includes 4 units:

Unit 5.1 Problem Solving

Unit 5.2 Team Work Skills

Unit 5.3 Making Friends

Unit 5.4 Social and Communication Skills

Unit 5.1 Problem Solving	Objectives	Time
Ex. 5.1.1 Making a Hole	To learn to think creatively beyond the conventional way	30-40 mins
Ex. 5.1.2 Connecting the Dots	To learn basic ideas about problem solving	30-45 mins
Ex. 5.1.3 Playing with Puzzles	To practice problem solving using creative and logical thinking	45-60 mins
Unit 5.2 Team Work Skills	Objectives	Time
Ex. 5.2.1 Finding Treasures	To learn to cooperate with others and appreciate the roles of others in teamwork	40 mins
Ex. 5.2.2 Making an Alien Statue	To learn and practice teamwork skills	60-80 mins
Unit 5.3 Making Friends	Objectives	Time
Ex. 5.3.1 Looking for a friend	- To identify what participants expect from friends - To understand that there are individual differences among people - To learn about how to make new friends	60 mins
Ex. 5.3.2 Making Friends and Meeting New People	- To identify what participants expect from their friends - To learn how to meet new people - To understand that there are individual and gender differences in many societies which may facilitate or hinder communication with strangers	90 mins

Unit 5.4 Social and Communication Skills		Objectives	Time
Ex. 5.4.1 That's Someone I Trust	• To feel how it is to be trusted • To feel how it is to be responsible for someone • To decide who you can trust	90 mins	
Ex. 5.4.2 How to Keep Cool	• To understand different ways of dealing with conflicts • To learn how to manage conflicts and anger in a 'cool' and smart way	75-105 mins	
Ex. 5.4.3 Smart Use of Social Media	• To critical assess the potential effects of social media on relationships • To learn responsible attitudes and behaviours in the use of social media • To learn how to protect oneself and not harm others in social media spaces	45-60 mins	
Total time in Module 5: 9 hours 25 minutes – 11 hours 10 minutes			

Unit 5.1 Problem Solving



Content

This unit helps participants learn creative and logical ways to find solutions to a problem. Participants are given puzzles to work with that introduce them to the concepts of brainstorming, creative thinking and logical reasoning.



Key Messages

- Problems can be solved by thinking creatively and logically.
- Do not give up right away when facing a problem that seems too difficult or impossible.
- Alternative solutions can be found by looking at a problem from different angles.
- Learning to solve small problems can be helpful in solving larger problems.
- Two heads are better than one.



Exercises

- 5.1.1 Making a Hole
- 5.1.2 Connecting the Dots
- 5.1.3 Playing with Puzzles



Related Units

- 2.3 My Right, Our Right to Organize
- 5.2 Team Work Skills
- 10.1 A Smart Migrant

Exercise 5.1.1 Making a Hole



Objectives

To learn to think creatively beyond the conventional way



Target Group

Children, youth and adults



Duration

30-40 minutes



Seating Arrangements

Circle of chairs or group seating



Materials

- A piece of half A-4 size (6"x8") paper for each participant with several extra pieces
- At least 10 pairs of scissors



Training Aid

5.1.1 A: Making a Hole: Key



Session Plan Steps¹

1. Try to make a hole – 15-20 minutes
2. How to make a hole – 10-15 minutes
3. Lessons learned – 5 minutes

Step 1 Try to make a hole – 15-20 minutes

Give each participant a piece of half A-4 size paper. Ask them to make a hole in the paper, big enough to pass through the head down to the feet of the owner of that piece of paper. In making a hole, the following conditions must be observed:

¹ Adapted from: *Health Care Together, Training Exercises for Health Workers in Community Based Programmes*, by Mary P. Johnston & Susan B. Rifkin (TALC: London, 1987), Exercise 36: Making a Hole, pp. 88-89.

- The participants can only cut and cannot use glue or any other adhesives or materials to join their paper with other people's papers.
- The paper must not break while passing over the body of the person in the hole.

Many participants will likely object that this is not possible. Confirm to them that it is possible and they have to find a way by using their imagination. Encourage participants to try to solve the problem together.

If after 5-7 minutes no one comes up with a solution, encourage participants to try different ways of making a hole in the paper without being afraid they will destroy it. Tell them they can ask for a new piece of paper. Suggest cutting the paper with scissors.

Step 2 How to make a hole – 10-15 minutes

Ask the participants whether they managed to do it. If there are some who succeeded, ask them to show the group how they did it. If none succeeded, ask some who tried different methods to show their attempts. Finally show them the key to the puzzle (see Training Aid 5.1.1 A).

Step 3 Lessons learned – 5 minutes

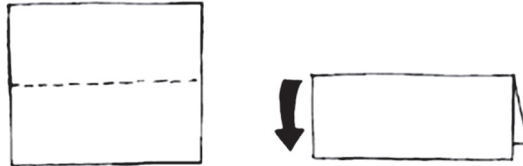
Ask the participants what they learned from this exercise. Summarize the following points:

- Do not give up right away when facing a problem that seems too difficult or impossible.
- Something that appears difficult or impossible to do at first is possible when we actually try working it out by finding different solutions.
- Problems can be solved by thinking creatively and by seeing beyond the conventional or normal ways of seeing things.

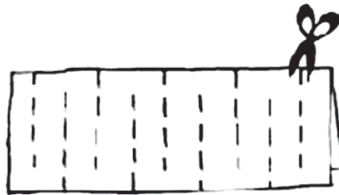


Training Aid 5.1.1 A: Making a Hole: Key

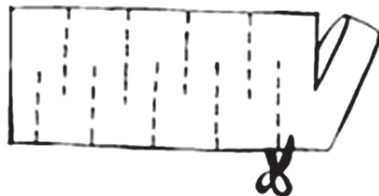
Step 1 Fold the paper exactly in the middle lengthwise.



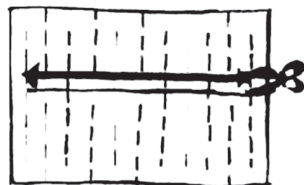
Step 2 Tear or cut the folded paper down the side, starting from the folded edge about one centimeter from the edge of the open side towards the opposite (open) edge, but do not cut all the way through. Leave one centimeter intact on the open end.



Step 3 Flip the folded paper vertically. Cut the paper starting from the opposite (open) edge towards the folded edge, one centimeter from the first cut line. Again leave one centimeter intact on the folded end. Repeat cutting the paper from the alternate edges until the space runs out.



Step 4 Open out the paper and cut the middle of the paper along the folded line. Make sure to skip the first and last strip on either side of the paper.



Step 5 The paper is now transformed into a big circle made up of a one-centimeter thick strip of paper—a circle large enough to pass over the body of a person.



Exercise 5.1.2 Connecting the Dots



Objectives

To learn basic ideas about problem solving



Target Group

Children or youth and adults with low education



Duration

30-45 minutes



Seating Arrangements

Circle of chairs or group seating



Materials

- 2-3 sheets of blank paper and a pen or pencil for each participant
- A black or white board, or flipchart paper and some markers



Session Plan Steps

1. Warm up with 3 dots – 5-10 minutes
2. Connect 9 dots – 5-10 minutes
3. Brainstorming, creating thinking and logical reasoning – 15-20 minutes
4. Basic ideas for problem solving – 5 minutes

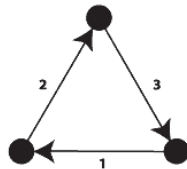
Step 1 Warm up with 3 dots – 5-10 minutes

Warm up by doing the “Connect the Dots” brainteaser.² Follow the following steps:

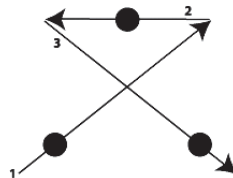
1. Draw 3 dots on a board or a flipchart.



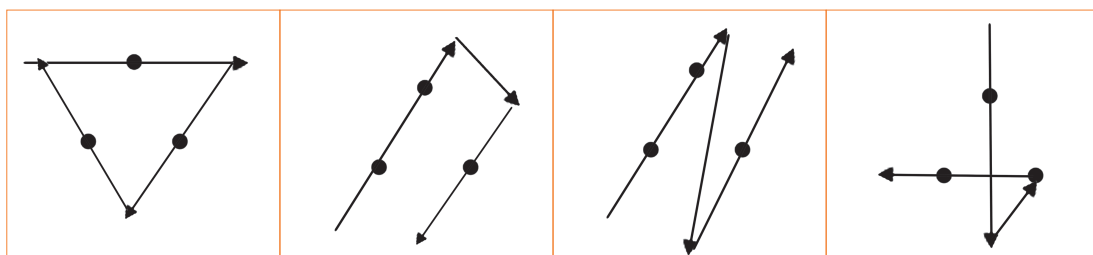
2. Tell the participants to copy the dots on a blank sheet of paper. Then, ask them to draw 3 straight lines to connect the three dots without lifting their pen. After a minute or two, ask for a volunteer to show how to draw the lines. The volunteer and most participants will find the solution obvious and draw the lines as follows.



3. Now ask the participants to think of other ways to draw 3 straight lines to connect all the dots in other ways. After one minute or so, ask if anyone has come up with a solution. Invite a person who first raises his or her hand to show the solution to the group. If within 5 minutes, no one has come up with an alternative solution, show the following solution:



4. After the volunteer or trainer has shown the first alternative solution, ask the participants if any of them have other alternative ways to connect the 3 dots. Ask them to show these. If they cannot come up with alternative solutions by themselves, show them one or two and ask them to think of other alternatives. Tell them to try to find alternative solutions by drawing the lines on the paper. They should not be afraid of making mistakes because without trying, one will not know the answer. Get participants to show at least a few alternative solutions. The following are some alternative solutions:



² Source: *International Manual for Trainers* by GTZ, 1998.

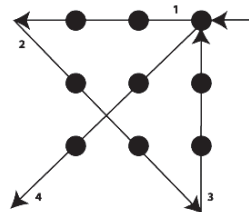
Step 2 Connect 9 dots – 5-10 minutes

Once the participants get an idea about drawing alternative lines, continue with the following steps:

5. Draw 9 dots on a board or a flipchart.



6. Tell the participants to copy the nine-dot pattern and connect all 9 dots with 4 straight lines without lifting the pen or retracting a line. Give them a few minutes. Then ask for new volunteers to show alternative solutions, for example:



7. After the participants have shown several alternative ways to draw the lines connecting the nine dots, have a brief discussion about the exercise, using the following questions:
 - Was finding alternative solutions difficult? Why? Why not?
 - Were you surprised by the solutions you saw today?
 - What was more difficult: connecting the three dots or the nine dots? What do you think made connecting the 9 dots more difficult?
 - How did you come up with the solutions?
 - Did you get any ideas from other people?



Tip for Trainers

Encourage participants to think of as many alternative solutions as possible by themselves. If there are some participants who may already know the solutions to these problems, ask them to refrain from telling other participants. You will see that some participants have a natural aptitude to solve problems more quickly, while others need more time to think. Encourage creative participants to share their solutions but be careful not to let them dominate the exercise. For each alternative solution, ask for a new volunteer and allow the same volunteer(s) to show more alternative solutions only if no one else can come up with it.

Step 3 Brainstorming, creative thinking and logical reasoning – 15-20 minutes

Ask the participants if they have encountered some similarly 'tricky' problems in their daily life and how they solved (or did not solve) them. Encourage them to express and exchange their views. If they have difficulties relating the "Connect the Dots" exercise to problem solving in real

life, give them an example that relates to their daily life:

- For the 3-dot brainteaser: Replace the three dots with a house, a market and a school. Similarly, your goal is to go from one place to two other places: leave from your house to go to (with your children to drop them at the) school and then go buy something at the market. If there is a direct road from your house to the school, from the school to the market, and from the market to your house, you can complete your mission very easily and quickly. But the problem often is that there are no roads that can take you directly between your house to the school and the market, you will have to take a roundabout way to get to the school, the market and back home.

Ask if they know similar problems, puzzles or riddles. Invite them to share what they know. The idea here is to familiarize the participants with the concepts of creative and logical thinking which is often required in solving puzzles or riddles. Use participants' own examples, if possible, to explain the key processes of problem solving, including brainstorming, creative thinking, and logical reasoning.

- **Brainstorming** – To come up with as many ideas as possible. The purpose of brainstorming is to have many possibilities that may lead to the right solution(s). Many of the ideas may not seem good at first but may turn out to be leading to the solution, while many that seem good at first may not lead to the solution(s). Brainstorming is helpful when looking for new ideas or alternative solutions to a problem.
- **Creative thinking** – To think in a different way from the usual way of thinking, also known as 'Thinking outside the box'. Being creative is to do things that are different from how they are usually done by most people. Creativity may seem intuitive (some people 'just know' how to do things in a different, new way), but in fact people can learn to be creative by using their imagination and always trying to find new ways to respond to a situation or problem. For example, a creative fisherman always finds a new way to catch a fish.
- **Logical reasoning** – To be able to connect an action with its consequence and by making this connection to be able to anticipate the right course of action. For example, during the past two years the mail has always been delivered to your house at around 10 o'clock in the morning. Using logical reasoning, a person will not go and open the mailbox to get an important letter at 7 o'clock, but wait until 10 o'clock to do so.

Step 4 Basic ideas for problem solving – 5 minutes

Conclude the exercise by emphasizing the following points:

- One needs to be open to different ways of thinking in solving a problem.
- There may be several solutions to the same problem.
- Some solutions may be obvious, while others are less so.
- Alternative solutions can be found by looking at a problem from different angles.
- Learning to solve small problems can be helpful in solving larger problems.

Exercise 5.1.3 Playing with Puzzles



Objectives

To practice problem solving using creative and logical thinking



Target Group

Children, youth and adults



Duration

45-60 minutes



Seating Arrangements

Group seating on the floor or on chairs around tables with room for group work



Materials

- 2-3 sheets of blank paper and a pen or pencil for each participant
- Flipchart paper and markers



Training Aids

5.1.3 A: Puzzles

5.1.3 B: Solutions to Puzzles



Session Plan Steps

1. Introduce brainstorming, creating thinking and logical reasoning – 5-15 minutes
2. Solve the puzzles – 20-25 minutes
3. Discuss the puzzles – 15 minutes
4. Summary – 5 minutes

Preparation

Select which puzzles to use depending on the educational level and (work) experiences of participants.

Step 1 Introduce brainstorming, creating thinking and logical reasoning – 5-15 minutes

If participants have not done Exercise 5.1.2 Connecting the Dots, introduce the idea of connecting the dots, brainstorming, creating thinking and logical reasoning by doing Step 3 from Exercise 5.1.2. If they have done this exercise briefly review these concepts with participants.

Step 2 Solve the puzzles – 20-25 minutes

Divide participants into groups of 4-6 people of both sexes. Give each group a list of four puzzles (Training Aid 5.1.3 A), 2 pieces of flipchart papers and 2-3 markers. Tell each group to try to solve at least one puzzle in 15-20 minutes. If they have the answer quickly, they can solve other puzzles. If after 20 minutes none of the groups has finished solving all the puzzles and the participants are energetic, give them 5-10 more minutes.

Step 3 Discuss the puzzles – 15 minutes

Tell the groups to stop working on the puzzles and ask which puzzles each group has solved. Write down the group's answers to the puzzles on a flipchart paper. Ask which group wants to show the answer(s) to the first, second, third and fourth puzzle respectively. Allow each group to answer only one puzzle. After each answer, ask the group that presented the answer how long it took the group to solve the puzzle, whether they found the puzzle difficult and how they arrived at the solution.

After the presentation of all answers, distribute the solutions to the puzzles (Training Aid 5.1.3 B). Discuss these in a large group. The guide questions are:

- Which puzzle(s) were easier to answer? Why?
- What puzzles were similar? In what way?
- What kind of skills did you need in finding the solution to each of the puzzles?
- Was it easier to solve the puzzles in a group than to do them alone?
- Are the skills used in solving these puzzles applicable in real life? How?



Tip for Trainers

Among the four puzzles, Puzzles #1 Two Milk Jugs and #3 Dividing a Farm Land for Four Families are likely to be easier. All four puzzles require creative and logical thinking skills.

Different participants may find different puzzles easy or difficult because different people may have differently developed skills. For example, some people can do simple, or even difficult mathematical problems quickly in their head. Others are more creative and able to think outside of the box. Still others are systematic, logical thinkers. Emphasize to participants that all these qualities are positive and very useful in life and can be developed also later in life. Of course, the earlier persons learn to think logically and creatively, the more advantage and the more potential they have to succeed in life.

Gender stereotypes exist in many societies on whether men or women, boys or girls are best at creative and logical thinking. In some societies, thinking (and decision making) on the larger decisions in life is considered to be a male domain, and many girls are not given the opportunity to develop their thinking skills. Logical thinking is often considered to be a 'male' skill, while women are thought to be good in intuition or following their feelings. This debate continues. However, it is good to keep in mind that:

- *There are many girls/women good in logical reasoning and many boys/men good in using their intuition and being creative. Everybody needs to be encouraged to build on their strong points and improve their weak points.*
- *Both creative and logical thinking are needed to solve problems effectively and inputs of everybody, irrespective of their sex and age, are useful.*

Step 4 Summary – 5 minutes

Conclude the exercise by emphasizing the following points:

- One needs to be patient and open to different ways of thinking in solving a problem.
- Some problems are harder to solve than others.
- There may be several solutions to the same problem.
- Some solutions may be obvious, while others are less so.
- Alternative solutions can be found by looking at a problem from different angles.
- Problems can be solved by thinking creatively and logically.
- One way to solve certain kinds of problems is by a process of elimination.
- Learning to solve small problems can be helpful in solving larger problems.
- Two heads are better than one.



Training Aid 5.1.3 A: Puzzles³

Puzzle No. 1: Two Milk Jugs

You need to measure one cup of milk, but there are only 2 jugs in the kitchen. One can hold 3 cups of milk and the larger one can hold 5 cups of milk. How can you use these two jugs to measure exactly one cup of milk.



Puzzle No. 2: How Many Ways Can Grandmother Divide Up a Commercial Space

Your grandmother has a valuable piece of commercial space for rent to small shops. It is a large piece with 4 connected lots, like this:

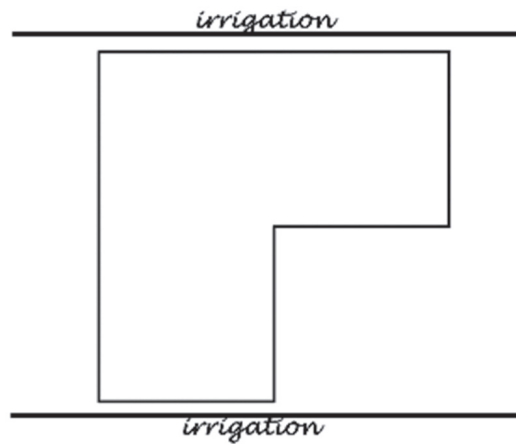
1	2
3	4

Your grandmother wants to make income from leasing the space. She is a very shrewd businesswoman. She knows that leasing smaller parcels of the space may make her more money than leasing the entire piece in one go. Before she starts advertising, your grandmother needs to figure out how many possible ways there are to divide up the space for rent (in single or combined lots) in order to generate the most income.

Puzzle No. 3: Dividing a Farm Land for Four Families

Four families are applying for a farm plot from the local authority. Each family will be given one plot in equal size. The existing plot that authority is considering giving to the four families looks like this (see below). The authority will need to be very fair and divide this big plot into four equal smaller pots. How can they do it?

³ Sources: "Two Kitchen Jugs" and "How Many Ways Can Grandmother Sell the Land" puzzles from *Critical Thinking Puzzles* by Michael DiSpezio, cited in The Math Forum, Critical Thinking Puzzles, "Fractured Farmland" and "Kitchen Cups", mathforum.org/k12/k12puzzles/critical.thinking/index.html; "Dividing Grandfather's Rice Field" from *International Manual for Trainers* by GTZ, 1998.



Puzzle No. 4: The Five Fuzzy Fruit Pageants

Your district is having a fruit festival, which is a very popular annual event. In the festival every village in the district has for years entered their fruits for competition. Your village has always done very well and this year five fruits have been selected for the competition, along with five young women and men who will present the fruits as customary. Luckily (or unluckily) enough, this year the five young fruit pageants all have names like fruits! They are: Mango 🥭; Orange

🍊; Durian 🍈; Rambutan 🍒; and Pineapple 🍍.

Incidentally, these are exactly the names of the five fruits selected!

The village cannot believe their incredible good luck. It all seems too good to be true, and yes, as the old saying goes, if something seems too good to be true, it probably is. Just before the competition, Grandmother Apple told the village's Fruit Pageant Committee that the fruit competition has a very strange rule: that is, a person cannot present the fruit of his or her own name. Grandmother Apple once lost the competition because she presented Apple. She does not want the young people to lose because of this stupid rule again.

So, the village's Fruit Pageant Committee will need to properly assign a fruit to each young fruit pageant. The committee has a difficult task this year, but they believe with their good matching skills, the village can continue its winning tradition. The committee has confirmed with the District Fruit Pageant Committee that the old no-same-name rule is still in effect, so it obviously needs to be followed. To complicate things further, the five young fruit pageants have just told the committee that they are very particular about the fruits and will not under any circumstance present the fruits they do not like. They told the committee the following:

- Orange does not like durian and Durian does not like orange.
- Rambutan will present only either mango or durian.
- Both Orange and Pineapple hate rambutan.
- Mango will present only orange.
- Pineapple will rather die before presenting durian.

Help the committee find the right fruit-people matches that are agreeable to everyone.



Training Aid 5.1.3 B: Solutions to Puzzles

Puzzle No. 1: Two Milk Jugs

Fill the 3-cup jug with milk and pour all the milk into the 5-cup jug. Fill up the 3-cup jug again and pour the milk into the 5-cup jug and fill it up. This will leave exactly one cup in the 3-cup jug.

Puzzle No. 2: How Many Ways Can Grandmother Divide Up a Commercial Space

1	2
3	4

There are 9 possible ways to divide the commercial space:

1 way – the entire 4-lot piece together (1+2+3+4)

4 ways – one lot at a time (1), (2), (3), (4)

2 ways – by horizontal pairing of the lots (1+2), (3+4)

2 ways – by vertical pairing of the lots (1+3), (2+4)

Puzzle No. 3: Dividing a Farm Land for Four Families

Divide the farm land into 12 equal squares and allocate 3 connected squares to each family. Make sure at least one of the 3 squares has access to irrigation as follows:

<i>irrigation</i>			
3	2	1	1
3	2	2	1
3	4		
4	4		
<i>irrigation</i>			

Puzzle No. 4: The Five Fuzzy Fruit Pageants



Mango presents



orange.



Orange presents



pineapple.



Durian presents



rambutan.



Rambutan presents



durian.



Pineapple presents



mango.

First list the names of all people and all the fruits. Then begin the process of elimination by applying the conditions, one at a time in order to narrow down the possibility of a match as follows:

1. No fruit pageant will present the fruit of his/her own name.

Mango (M) –	M	O	D	R	P
Orange (O) –	M	O	D	R	P
Durian (D) –	M	O	D	R	P
Rambutan (R) –	M	O	D	R	P
Pineapple (P) –	M	O	D	R	P

2. Orange does not like durian and Durian does not like orange.

Mango (M) –	M	O	D	R	P
Orange (O) –	M	O	D	R	P
Durian (D) –	M	O	D	R	P
Rambutan (R) –	M	O	D	R	P
Pineapple (P) –	M	O	D	R	P

3. Rambutan will present only either mango or durian.

Mango (M) –	M	O	D	R	P
Orange (O) –	M	O	D	R	P
Durian (D) –	M	O	D	R	P
Rambutan (R) –	M	O	D	R	P
Pineapple (P) –	M	O	D	R	P

4. Both Orange and Pineapple hate rambutan.

Mango (M) –	M	O	D	R	P	
Orange (O) –	M	Θ	Θ	R	P	
Durian (D) –	M	Θ	Θ	R	P	
Rambutan (R) –	M	Θ	D	R	P	
Pineapple (P) –		M	O	D	R	P

5. Mango will present only Orange.

Mango (M) –	M	O	D	R	P	1st match found!
Orange (O) –	M	O	D	R	P	
Durian (D) –	M	O	D	R	P	
Rambutan (R) –	M	O	D	R	P	
Pineapple (P) –		M	O	D	R	P

6. Pineapple would rather die before presenting Durian.

Mango (M) –	M	O	D	R	P	1st match found!
Orange (O) –	M	O	D	R	P	5th match found!
Durian (D) –	M	O	D	R	P	4th match found!
Rambutan (R) –	M	O	D	R	P	3rd match found!
Pineapple (P) –	M	O	D	R	P	2nd match found!

Unit 5.2 Team Work Skills



Content

In this unit participants will learn the importance of working with others. The exercises provide an opportunity to practice cooperating with others and working together in a team, as well as learning about differences in teamwork styles.



Key Messages

- Working as a team allows a group to accomplish what they may not be able to do or do as well individually.
- A successful team divides the tasks among its members but shares the same vision and goal and maximizes individual strengths.
- In successful teamwork, team members actively participate in the tasks of the team and respect other team members' opinions, roles and talents.



Exercises

- 5.2.1 Finding Treasures
- 5.2.2 Making an Alien Statue



Related Units

- 2.3 My Right, Our Right to Organize
- 5.1 Problem Solving
- 11.2 Right at Work

Exercise 5.2.1 Finding Treasures



Objectives

To learn to cooperate with others and appreciate the roles of others in teamwork



Target Group

Children and youth



Duration

40 minutes or more



Seating Arrangements

A room with a lot of open space or outdoors in a shaded area



Materials

- 10 A-4 size cards, five showing letters or simple shapes that two people can easily make with their bodies (such as O, L, C, V, T, X) and the other five showing letters, pictures or shapes that are more difficult but still possible for two people to make with their bodies (such as W, Y, Z, a carriage, a snake, a horse, etc.)
- Several pieces of soft cotton rope (about 3-5 meters long)
- Candies or small gifts to be given as rewards to all participants at the end of the exercise



Session Plan Steps⁴

1. Pair up for the “Shapes” game – 10-15 minutes
2. Discuss the “Shapes” game – 5 minutes
3. Play “Find Treasures” game – 15-20 minutes
4. Summarize key points about teamwork – 10-15 minutes

⁴ Adapted from: Science.org, Unit 1 Introducing Awareness of Self, Lesson 1 Team Games: Shapes; and *Manual for Organizing Participatory Activities for Leaders of Child Workers* by Children Development Foundation (CWA: Bangkok, June 2003), Treasure Hunt, pp. 63-64.

Step 1 Pair up for the “Shapes” game – 10-15 minutes

Pair up participants through a fun game for about 5 minutes, for example, ask them to sing a song together in a circle. During the singing tell the children who wear shirts or trousers with the same color, who wear spectacles, or who have short hair, etc., to pair up.

Once everyone has a partner, tell them to stay with their partners and start the first game called “Shapes”.

- Show the participants the first simple shape, for example the letter ‘O’.
- Tell them to individually make the letter ‘O’ shape with their fingers, then with their hands, and then with their arms.
- Show another simple shape, for example the letter ‘L’ and ask them to make the shapes with their fingers, hands and arms, and then another, for example the letter ‘X’.
- Ask: Is it easy? (They will most likely say yes.)
- Now show them more difficult shapes like the letters ‘M’ or ‘W’ or a more complex image.
- For each difficult shape introduced, ask if they still find it easy. When some of them say that the shapes are getting difficult, ask if they would like to have help from their partners.
- Tell them they will now make the shapes with their partners. Show the same shapes, and then more difficult shapes.
- Add more fun to the game by asking them to make “a dancing horse”, “a moving carriage”, “a wiggling snake”, etc.
- Ask if they enjoy making shapes with their partners, and if they would like to make more shapes. Ask them to suggest more shapes that two people, three people, four people can do together, and so on. If more than two people are needed to make the suggested shapes, ask them to group with another pair next to them.
- Stop playing when participants have had fun and have made shapes with other people.

Step 2 Discuss the game – 5 minutes

Encourage the participants to share their feelings, their assessment of the game and how well they worked with their partners. Facilitate the discussion with the following questions:

- Did you enjoy the Shapes game?
- What was more fun: doing the shapes by yourselves or doing them with other people?
- How did you and your partners help each other make shapes?
- What helped or hindered in working with your partners?

Emphasize the importance of cooperation and communication.



Tip for Trainers

If there is time, trainers may add another game to emphasize the importance of communication by playing a game called “I lost my voice”. In this game, tell participants that they can neither speak nor write. Tell them that they have to line up according to their height. After they managed to do so, ask them to line up again, this time by age.

Step 3 Play “Finding Treasures” game – 15-20 minutes

Prepare for another game. Have each participant choose one thing that s/he has on his/her body. The item should not be too big so that it can be easily hidden. It should not be very valuable (not a watch or jewelry) and be something that they will not feel sorry if it is lost (pencil, a rubber band, a piece of paper). They will pretend that each item will be a valuable treasure which they need to hide and come back to get later.

Give no more than 5 minutes for participants to find the ‘best’ hiding place for their treasures. They can only hide their treasures in the agreed area, indoors or outdoors; give them specific lines around the area they cannot cross. It will be impossible for the participants not to see some of the hiding places, but that will be all right.

After about 5 minutes, ask all participants to gather and play a group-forming game. Make sure to mix boys and girls together for each group of 5-6. The groups should have an equal number of people.

Give each group a piece of rope and explain the rules of the game as follows:

- Each group will together find all the treasures that each member has previously hidden. The group that finishes first will be the winner.
- However, they will have to observe the following rules during the game:
 1. The members of each group will stand in a small circle and put one hand towards the inside of the circle and tie each other’s hand together with the rope (not too tightly).
 2. With their hands tied together they will walk in search of the treasures, that each member has hidden, one by one.
 3. During the search they cannot talk or shout or make loud noises.
 4. Each group has only 5 minutes (give appropriate time) to find all their treasures.
 5. Whichever group has finished the search, say “Hey” loudly and sit down. That group will be the winner.
- After the time is up, or one group has won, other groups that have not found all the treasures may be allowed to continue searching for a few more minutes, but do not allow the search to go on too long.

Step 4 Summarize key points about teamwork – 10-15 minutes

Call all the groups back and ask each group to show their treasures, starting with the winning group. Let the members of the winning group choose their rewards first and then give the rewards to the rest of the participants for their team efforts.

Encourage participants to discuss their feelings and the methods they used in finding the treasures, as well as how each member played a role in taking the group to find the treasure s/he had hidden. Ask the winning group what they think were the key things that helped them to win.

Conclude the exercise by emphasizing the key points in teamwork:

- Working as a team allows a group to accomplish what they may not be able to do or do as well individually.
- In order to succeed as a team, team members have to cooperate, listen to other members, and allow, respect and trust other members to do their part.

Exercise 5.2.2 Making an Alien Statue



Objectives

To learn and practice team work skills



Target Group

Children, youth and adults



Duration

60-80 minutes



Seating Arrangements

A room with a lot of open space or outdoors in a shaded area



Materials

- 1-2 pieces of old (woven or plastic) mat or one old piece of bed sheet or any piece of thin and foldable material that is at least 6'x6' in size and not slippery, and cannot be easily torn (for "Getting on a Carpet Ride" game in Step 1)
- 4 identical sets of low-cost materials. Recommended materials:
 - 5 pieces of 8"x10" cardboard paper
 - 6 normal-size plastic cups
 - 100 pieces of drinking straws
 - 20 pieces of rubber bands
 - 1 balloon (not blown)
 - 2 same-size, same-color buttons
 - 1 roll of masking tape
 - a cutter or a pair of scissors
 - 1 marker
 - 1 plastic or real flower
 - 1 piece of blank paper



Training Aid 5.2.2 A: Team Building Games



Session Plan Steps⁵

1. Get on the carpet ride – 10-15 minutes
2. Make an alien statue – 25-30 minutes
3. Discuss the process of making the statue – 15-20 minutes
4. Summarize key points about team work – 10 minutes

Step 1 Get on the carpet ride – 10-15 minutes

Explain that this session will be about learning how to work in teams. Play one of the two team building games provided in Training Aid 5.2.2 A to warm up participants for a team exercise.

After the game, ask participants what they think of the game. (They may feel that they had to compete to get a spot on the 'carpet' or had to cling onto each other for the ride in the "Getting on a Carpet Ride" game, or that they had to help each other figure out how to untangle the knots in the "Human Knots" game.) Emphasize that the game is an example of how to cooperate to achieve a common goal.



Tip for Trainers

Beware of cultural sensitivity. The Carpet ride game should be okay for children and youth. If there are strong taboos with regard to touching persons of the opposite sex, the game can be played in a single sex group. In general, the Human Knots game should be appropriate playing in mixed groups of people of all ages.

Step 2 Make an alien statue – 25-30 minutes

Divide the participants into 4 mixed groups of 5-6 people. Tell them that each group will make a statue of an alien (a creature from outer space). Within 20 minutes, the group will do the following three tasks:

- 1) Think what the alien would look like
- 2) Design the statue with given materials
- 3) Build the statue.

Each group will get an identical set of materials. Distribute the materials and explain that each group's statue will be judged by three criteria:

- Artistic quality
- Creativity
- Strength.

⁵ Adapted from: *GET Ahead for Women in Enterprise Training Package and Resource Kit* by Susanne Bauer, Gerry Finnegan & Nelien Haspels (ILO: Bangkok, 2004), Module 4.1 Management of Self and Others, Exercise 24 Management of Self and Team Work.

Tell the groups to start working. (For children and target groups with low literacy, explain the tasks again in each small group.)

Step 3 Discuss the process of making the statue – 15-20 minutes

Ask all groups to stop working when the time is up. Invite each group to bring their statue to the front of the room where everyone can see. Discuss the exercise by asking each group the questions below. Ask them to listen carefully to the comments of the other groups.

- Are you happy with your statue?
- How did your group do the tasks?
- How did you like the way the tasks were distributed and the roles played by the members of your group?
- Did you feel that you could participate fully? Why? Why not?
- Did you feel that your talents were put to use? Why? Why not?

Ask the participants to identify and point out the differences in the teamwork styles among the groups based on what the other groups reported about the work in their groups. Encourage the participants to criticize and analyze each group's working style with the following questions:

- What helped or hindered the process of building the statue in the group?
- What were the strengths and weaknesses of the teamwork in your group?
- If you would do the exercise again with your group, what would you do differently?

Ask them to evaluate the 4 statues according to the three criteria: artistic quality, creativity and strength. They may choose a winner for each criterion and the overall winner.

Step 4 Summarize key points about teamwork – 10 minutes

As a summary of the exercise, ask the participants: What do you think are criteria of good teamwork? List the criteria on the board or flipchart and conclude the exercise. Make sure that the following learning points are covered:

- Successful teamwork requires everyone to actively participate in the tasks of the team.
- Team workers must be able to communicate with each other.
- A good team may divide the tasks among its members but shares the same vision and goal and maximizes individual strengths.
- A strong team has team members that respect the opinions, roles and talents of others.



Training Aid 5.2.2 A: Team Building Games

1. “Getting on a Carpet Ride” Game⁶

This game is more appropriate for children and youth. Beware of cultural taboos, if it is used with youth and adults. In some cultures, the opposite sexes should not get physically too close to one another. In such cases, do the game in a single sex group.

How to play:

- Spread an old bed sheet or a mat on the floor. This is a ‘magic carpet’. When you call “Get on a Carpet Ride”, everyone will put both feet on the ‘carpet’.
- Get participants to stand in a large circle at least 3 meters away from the ‘carpet’.
- Call “Get on a Carpet Ride”. (Everyone should be able to stand on the ‘carpet’ more or less comfortably.) After everyone got on, ask where they want to go. Choose one destination, shortly after say, “Here we are”, and ask them to get off.
- Fold the sheet in half and call “Get on a Carpet Ride” again. Ask them for the destination and let them off.
- Make the sheet even smaller and repeat the call. (As the sheet gets smaller, the participants will start to get the picture and will either begin to cooperate to get everyone on the carpet or rush to get on faster.)
- Continue to make the sheet smaller and smaller and continue to call for a ride. Stop when it starts becoming a little dangerous or too uncomfortable. (Eventually participants will be able to get only one foot on the ‘carpet’).



Tip for Trainers

For smaller children, you may add fun stories, making each ‘ride’ a ‘ride’ to a ‘fantastic’ destination and asking the ‘riders’ to make background sounds of the ride or describing what they ‘see’ underneath the flying carpet. Use your imagination.

2. “Human Knot” Game⁷

This game is appropriate for people of all ages and all levels of education.

How to play:

- Have participants stand closely in a circle and put both of their hands towards the center of the circle.
- Tell everyone to close their eyes and grab hands without looking whose hands they are grabbing.
- Now that they are ‘knotted up’, have them untangle themselves from the knots without letting go of the hands. They may twist the hands but not let go.

The game is best done with a maximum of 12 people in a circle. If there are more than 15 people, split the circle into two.

⁶ Adapted from: *The Scouting Web Portal*, by U.S. Scouting Service Project, “All Abroad,” www.ussscout.org/training/teambuildinggames.html.

⁷ Source: *Games for Girl Scouts*, Cooperative Game & Crafts, http://members.tripod.com/~bri_rose/coopgames.html (accessed 15 February 2017).

Unit 5.3 Making Friends



Content

This unit deals with friendship and expectations in friendship. Participants will think about how to make new friends. They will learn about individual differences among people and how these differences can enrich rather than hinder friendship.



Key Messages

- Making friends is important to all people.
- Together you feel stronger and it can be good to share things with friends.
- Some people like to have a lot of friends, others need only a few and again others can do with one best friend.
- To make new friends:
 - Smile, make eye contact and give a greeting.
 - Make the first move.
 - Try to be a good listener and ask questions to show interest.
 - In some cultures, young women are not encouraged to meet strangers, especially if these are men. For that reason, many women are often too shy to make new contacts. This can be an obstacle when women end up in a new situation and meet new people to gain information, share experience and solve problems.
 - Besides gender differences individual differences also exist. There are many shy men and assertive women.
 - Do not expect others to be the same as you.
 - Do not act in negative ways.
 - Beware of false friends.



Exercises

5.3.1 Looking for a Friend

5.3.2 Making Friends and Meeting New People



Related Units

- 1.2 My Family and My Community
- 5.2 Team Work Skills
- 5.4 Social and Communication Skills
- 6.2 Love and Marriage

Exercise 5.3.1 Looking for a Friend



Objectives

- To identify what participants expect from friends
- To understand that there are individual differences among people
- To learn about how to make new friends



Target Group

Children and youth



Duration

60 minutes



Seating Arrangements

Circle of chairs and enough space to move around



Materials

- Photocopy of the fruit cards, one card for each participant (Training Aid 5.3.1 A)
- A jar or bag



Training Aids

5.3.1 A: Fruit Cards

Briefing Note: Making Friends



Session Plan Steps

1. Introduction – 5 minutes
2. Look for a friend – 15 minutes
3. Chat up with new friends – 15 minutes
4. Discuss how to make friends – 20 minutes
5. Summary and tips – 5 minutes

Preparation

Read the Briefing Note: Making Friends and prepare fruit cards for use in Step 2.

Step 1 Introduction – 5 minutes

Briefly introduce the aim of the session about making friends: Everyone likes to have friends. Some like to have a lot of friends, others only a few or only one. For most people having friends is very important.

Step 2 Look for a friend – 15 minutes

Explain to the participants that they are going to look for a friend during the next 10 minutes. Everybody will get a card with a fruit or a part of a fruit on it (Training Aid 5.3.1 A). They will have to walk around and compare their cards with other persons' cards to see if these match in one way or another. Tell them it is wise to walk around a bit first and have a good look at the different cards before deciding with whom to form a pair or group. It is up to them to decide why they match, for instance because the colour or the shape of the fruit is the same. They can form pairs but are also allowed to form groups of more than two persons.

Ask if this is clear to everybody. Ask all participants to draw a card from a bag or jar, walk around and look for 'friends'.



Tip for Trainers

Instead of fruit cards, trainers can improvise and ask participants to find a match using other items that participants already have on them such as matching pens, pencils, bags, earrings, shirt colors, etc.

Step 3 Chat up with new friends – 15 minutes

Ask the pairs and groups of friends to sit down together. Ask each group to explain why they formed a pair or a group. Compare the results: did they look mainly at the same fruits or did they also form pairs or groups with different fruits? Ask them if it was difficult to find one or more friends.

Step 4 Discuss how to make friends – 20 minutes

Discuss in plenary how they usually make friends, using the following questions:

- Was it easy or difficult for a pair or group of new friends?
- Were you shy to approach new people and to compare? If yes, why?
- What do you think a friend should do?
- What do you think a friend should not do?
- How do you select a person you like to be friends with?
- How do you approach a person to become friends?
- Do you find it difficult to make friends? Why or why not?



Tip for Trainers

During the discussion there are no wrong answers. The main aim is to share ideas about how to make friends. The main conclusion will be that there are some similarities in things people find important in a friendship but people can also have different priorities. Everybody chooses persons as friends who fit to his/her idea of a good friend. People make friends in different ways and use different styles to approach new people depending on their personality. Many people are shy when they meet new people and this can hinder them in making new friends. For more background information, see the Briefing Note at the end of this exercise.

Step 5 Summary and tips – 5 minutes

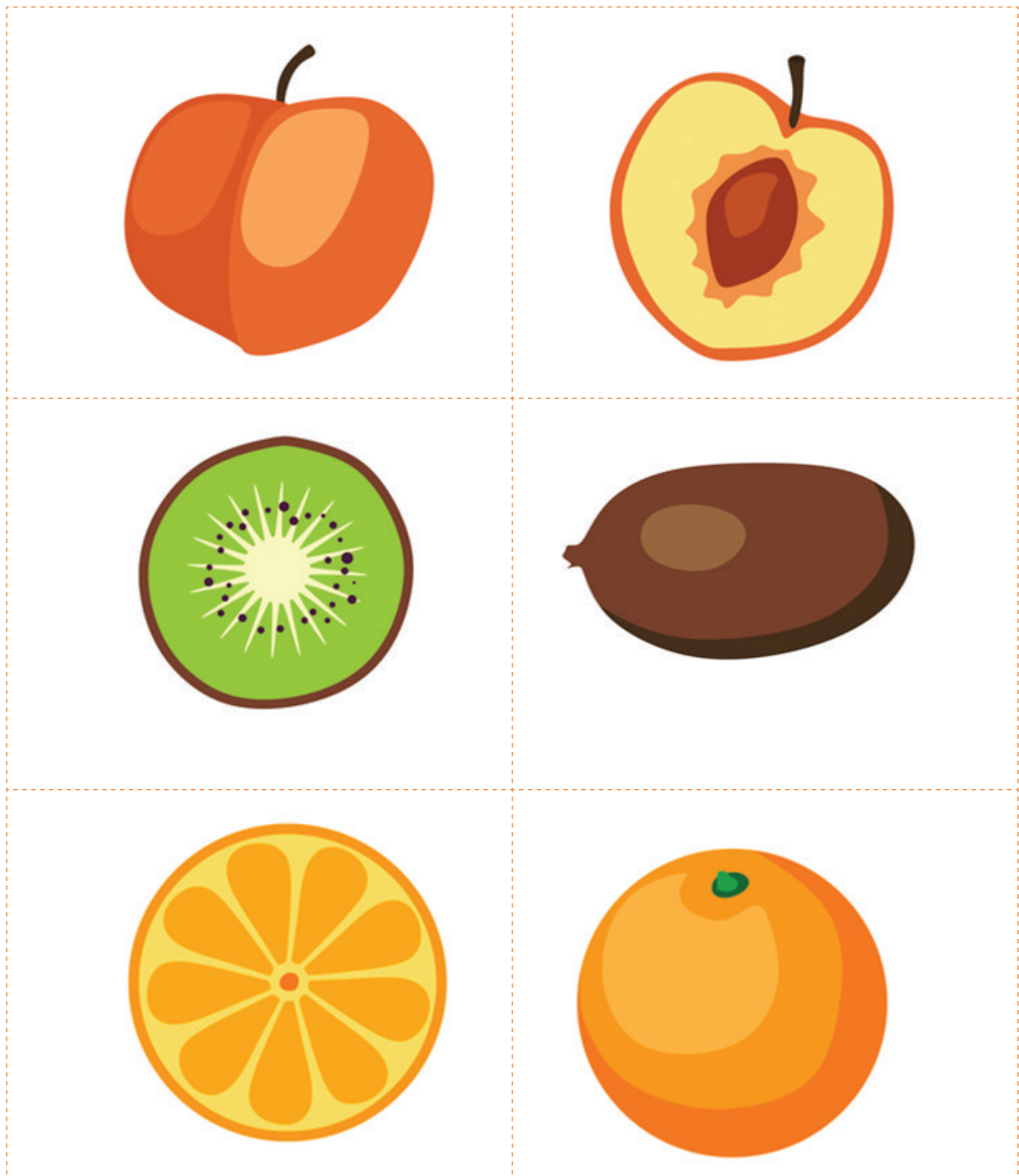
Summarize the discussion and give the participants a few tips on making friends:

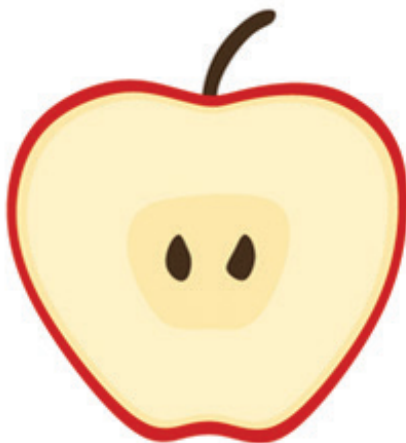
- Smile and make eye contact, say hi.
- Make the first move, by asking a question for example.
- Try to be a good listener and ask questions to show interest.
- Do not expect others to be the same like you.



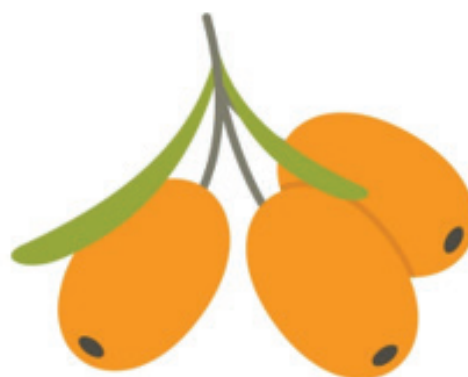
Training Aid 5.3.1 A: Fruit Cards

Guidelines: Photocopy these pages and cut them along the dotted lines into 24 separate cards. Give one card to each participant. If there are more than 24 participants, some participants can have the same cards. Put all cards in a jar or bag.











Briefing Note: Making Friends⁸

Making friends is important to all people. Together you feel stronger and it can be good to share things with friends. Some people like to have a lot of friends, others need only a few and again others can do with one best friend.

Making friends is not easy for everyone. Perhaps the best way to think about making friends is to decide what makes a friend. Examples of actions by people that make them popular as friends are:

- showing an interest in what other people do
- being good at giving compliments without overdoing it
- going around with a pleasant expression on your face
- laughing at people's jokes
- being kind
- asking, not demanding, to join in
- offering to help others with work, sharing responsibilities or finding solutions to problems
- inviting people to do something
- welcoming new persons
- being good at thinking of something interesting to do
- being willing to share
- being humorous and telling jokes
- being fair
- being good at organizing games or activities.

On the other hand, there are things people do not like to see in their friends. In general, doing the following turns people off:

- being bossy
- telling others how to play, behave and do things
- telling others they are doing things wrong all the time
- talking about yourself all the time
- being mean
- gossiping about other persons behind their backs
- being negative and sarcastic
- being too intense or serious all the time
- complaining all the time
- being a bully
- claiming credit for something you did not do
- lying or cheating.

⁸ Adapted from the website: Kidscape, <http://www.kidscape.org.uk> (accessed 15 February 2017).

Of course, these are all examples. What makes a good friend is very personal and differs from person to person. Some persons do not mind when people are a bit bossy while others will hate it. Others will become nervous or jealous of someone who is good at organizing so they do not like to be friends with such a person. Sometimes people look for friends who are good at the same things that they are good at. Other people look for friends who are good in other things than they are, so the friends complement each other.

How to make new friends

The first thing you need to do when you want to make new friends is to work on your 'people skills'. You have to make sure you:

- Have good eye contact. Looking in a pleasant way at people shows you are interested in them.
- Listen to what other persons say. Listening is an important skill. Everyone likes other people to pay attention to what they say. It makes them feel good.
- Practice opening lines when approaching another person ("What do you think of?"). This is better than asking confirmation of your own opinion ("I think this Do you agree with me?") Ask open questions rather than closed ones.
- Look and act friendly. No one wants to be around someone who is unfriendly and negative. Sometimes you may need to act friendly, even if you do not feel that way. You may have to be an actor and pretend a bit at the start. You will find that this leads to positive communications and feelings both for yourself and the other(s). At the same time, there is no need to be Ms. or Mr. Sunshine the whole time. If you feel there is a problem, it may be better to discuss it frankly and usually other people appreciate this.

Friendship will not always be what you expect. You may try to be friends with someone, but it may just not work out for reasons you cannot do anything about. It could be that you cannot find anything in common or the person you approach may already have enough friends.

Friends may also change over time. It may happen that you used to be friends but now enjoy doing completely different things. Or a friend may have personal problems and may just want to be left alone for a while. Some friendships come and go. Some will last a life-time, others only a day.

Friends also may decide to do something which you do not want to do, like stealing things, bullying someone or taking drugs. Keep in mind that real friends do not force people to do things that are harmful to themselves or to others. So if a friend says "Let's steal from the shop and if you do not do it, I will not be your friend anymore" or "If you do not join in bullying that kid, then our friendship is over", you may decide you do not need to have this person as a friend.

Remember:

- Smile, be pleasant and greet or welcome new people. We are all more attracted to nice people.
- Make the first move. Reach out and do not always wait for someone else to make the first contact.

- Learn to be a good listener. Everyone likes to be listened to and it is one of the things people value most in a friend.
- Do not expect everyone to be just like you. It is better to have friends who have their own ideas and opinions. It would be boring if we all thought and acted alike.
- Ask lots of questions. A good way to let other people know you are interested in them is to ask about what they like and what they think. However, it is important to also be sensitive to others' feelings and know when to stop asking questions that can make others uncomfortable.
- Do not complain all the time. If you only use your friends to talk about your problems, they will get tired of hearing constant tales of woe. Talk about good things, as well.
- Beware of false friends. Sometimes we stay with people because there is no one else around. Watch out for 'friends' who try to make you do things you do not want to do, or which everybody knows are wrong.
- Do not insist on trying to become friends with someone who obviously does not want to be friends with you, move on to someone else. Not all friendships work out.

Exercise 5.3.2 Making Friends and Meeting New People



Objectives

- To identify what participants expect from their friends
- To learn how to meet new people
- To understand that there are individual and gender differences in many societies which may facilitate or hinder communication with strangers



Target Group

Teenage children, youth and adults



Duration

90 minutes



Seating Arrangements

U-shape or circle seating, tables not necessary



Materials

- Flipchart paper
- 10 cards of plain paper (2" x 6") and a pen or marker for each participant
- Photocopy of Role Play Scripts (Training Aid 5.3.2 A)



Training Aids

5.3.2 A: Role Play Scripts for Making Friends

Briefing Note: Making Friends (in Exercise 5.3.1)



Session Plan Steps

1. Introduction on friendship – 25 minutes
2. What a friend should do and should not do – 15 minutes
3. Role play – 20 minutes
4. Discuss the role plays – 25 minutes
5. Summary and tips for making friends – 5 minutes

Preparation

The two role plays in Step 3 intend to bring out individual and gender differences in meeting new people among participants, because girls and young women often grow up in a protected environment. They are socialized to be shy and are discouraged from meeting new people, especially men. This works to their disadvantage if they migrate for work or have been trafficked and end up in a new situation among strangers. The role plays have been designed for mixed groups and include a role reversal: the newcomer in the first role play has the role of a shy man and the newcomer in the second role play plays the role of an assertive woman. The people who welcome the newcomers are both men and women.

The trainer has to decide whether the above role play set-up is the most useful or whether it needs to be changed to suit the needs of participants in a different way. For example, if all participants are women, they can play the role plays as they are with the male newcomer and two friends played by a woman. If the culture of participants has strict rules on the communication between the sexes, forbidding women to communicate with male strangers, and men with female strangers, have the first role play acted out by all men and the other one by all women to show that both men and women can behave differently from the way they have been taught to behave. Or, the first role play can be done by all women and the second one by all men to show the gender differences in communication between strangers in many societies.

In whatever way the role plays are organized, the analysis needs to focus on:

- What existing gender differences are when meeting strangers in the society of participants: women are often taught to be shy and men are taught to meet new people in the outside world. This hampers women when they have to cope in a new environment
- Individual differences between people also play an important role in communication: there are many men who are shy in new situations and many women who are good in making new contacts.

Step 1 Introduction on friendship – 15 minutes

Briefly introduce the subject of making friends: Everyone likes to have friends. Some like to have a lot of friends, others a few or only one. Having friends is important. It is good to be able to share things with others, both happy and sad things.

Give each participant 10 cards and a pen or marker. Ask the participants to write 4-5 things that they think **a friend should do** (positive actions, such as knowing how to listen and doing things together) and 4-5 things that **a friend should not do** (negative actions, such as being selfish and cheating) – only one thing on each card. After they have finished writing on their cards, ask them to mix up the cards together.



Tip for Trainers

If participants are illiterate or unable to write 4-5 things on the card, they may draw pictures or make some marks to help them remember the ideas (which they may later explain during the discussion in Step 2).

Step 2 What a friend should do and should not do – 25 minutes

Form pairs and ask each pair to exchange the mix of cards. Everyone has to separate the cards into two categories: 1) what a friend should do and 2) what a friend should not do. Then they can share and discuss the two categories of cards together (about 5 minutes per category), and identify the similarities and differences in their choices.

Start a discussion in plenary, writing the answers of participants on a board or flipchart. The guide questions are:

- What were similarities on negative and positive actions of friends?
- Were there any different opinions on positive and negative actions by friends? If yes, what was different and why?

Step 3 Role play – 20 minutes

Ask 10 volunteers to do a role play. Divide the volunteers in two groups. Give each group the script (Training Aid 5.3.2 A) and ask them to prepare for 5 minutes in a separate room.

In the mean time, explain to the other participants that they are going to see and analyze two plays. In both plays there is a group of 4 friends and a newcomer arrives in this group of friends. Ask them to list positive and negative points in the behaviour of the newcomer and in the reactions of the 4 friends to the newcomer.

Ask the two groups in to show their plays one by one. Thank them for volunteering and thank the newcomers especially, emphasizing that they all played a role and would not act like this in reality.

Step 4 Discuss the role plays – 25 minutes

Discuss the two role plays using the following questions:

- What are the feelings of the role players?
- What was easy and what was difficult?
- What do the observers think of the behaviour of the newcomer in both situations?
- What do the observers think of the reactions of the group of 4 friends to the newcomers?
- What would you do in such a situation as a newcomer, or when a newcomer joins your group?
- When you like to begin a new friendship what do you do?
- Do you find it difficult to approach a person you do not know? If so, why?
- Are there differences between boys/men and girls/women when they introduce themselves to new people or when they welcome newcomers? If so, what are the differences and do these help or hinder communication?
- What are good ways to introduce yourself to a new group?

Step 5 Summary and tips for making friends – 5 minutes

Summarize the key points discussed and finalize with the following tips on making friends:

- Smile and make eye contact.
- Make the first move.
- Try to be a good listener and ask questions to show interest.
- In some cultures, young women are not encouraged to meet strangers, especially if these are men. For that reason, many women are often too shy to make new contacts. This can be an obstacle when women migrate or otherwise end up in a new situation, meet new people to gain information, share experience and solve problems.
- Besides gender differences individual differences also exist. There are many shy men and assertive women.
- Do not expect others to be the same as you.
- Do not act in negative ways, such as complaining all the time or being rude to newcomers who are different.



Training Aid 5.3.2 A: Role Play Scripts for Making Friends

Guidelines: Photocopy this page. Cut it into two separate scripts and hand these out in Step 3, one to each group.



Role Play for Group 1 (with at least two men)

Situation:

There are 4 friends together when a new man arrives. The newcomer comes from another town, has a funny accent and looks a bit strange. He is very shy and quiet. He tries to make contact with the group. The 4 friends react to the newcomer, two are friendly and two are not.

Roles:

Decide who plays the newcomer and who will play the 4 friends.



Role Play for Group 2 (with at least two women)

Situation:

There are 4 friends together when a new woman arrives. The newcomer comes from another town and is pretty smart. She tries to make friends but does it in such a way that it is a bit overdone: she talks a lot and only about herself. The 4 friends react to the newcomer, two are friendly and two are not.

Roles:

Decide who plays the newcomer and who will play the 4 friends.



Unit 5.4 Social and Communication Skills



Content

The exercises in this unit are designed to help participants learn about trust and responsibility in friendship. They will learn about different interpersonal reactions: aggression, assertiveness and passivity, and how the different reactions affect their relationships with others. They will also learn how to say “No” to things they do not want. Also, they will learn the do’s and don’ts of social media and how to use social media responsibly and safely.



Key Messages

- In some situations, especially uncertain or difficult ones, it is good to have someone whom you can trust and who feels responsible for you.
- You cannot judge someone only from their appearances, gender or status.
- It is difficult to trust strangers right away as their stories or promises may be beautiful but can be lies. You may need to find out things for yourself and check information rather than trusting people you do not know right away. Find ways to verify their stories.
- Be wary of people who make promises that sound too good to be true. Most probably, these promises are false.
- Never give your identity card or money away to strangers who promise you something.
- A successful way of dealing with conflicts is using a combination of three communication styles: assertive, passive and aggressive, in a smart way.
- There are often differences between men and women in communication styles because they have learned to deal with conflicts in a different way.
- Social media can be useful when used safely and responsibly. However, communication online can have far-reaching consequences because what is posted online exists forever, can be copied and can be seen by anyone.
- Be protective of your own privacy and respect others’ right to privacy.



Exercises

- 5.4.1 That’s Someone I Trust
- 5.4.2 How to Keep Cool
- 5.4.3 Smart Use of Social Media



Related Units

- | | | | |
|-----|----------------------------|------|--------------------------------------|
| 1.2 | My Family and My Community | 8.1 | How to say ‘No’ to Violence |
| 5.2 | Team Work Skills | 8.2 | How to Say ‘No’ to Alcohol and Drugs |
| 5.3 | Making Friends | 10.1 | A Smart Migrant |
| 6.2 | Love and Marriage | | |

Exercise 5.4.1 That's Someone I Trust



Objectives

- To feel how it is to be trusted
- To feel how it is to be responsible for someone
- To decide who you can trust



Target Group

Children, youth and adults



Duration

90 minutes



Seating Arrangements

Enough empty space to move around and objects (chairs, tables, flipcharts) to serve as obstacles



Materials

- Blindfolds (one for each pair of participants)
- 3 ropes of about 2 meters in length
- Picture cards of Four Strangers (Training Aid 5.4.1 A)
- Masking Tape



Training Aid

5.4.1 A: Four Strangers



Session Plan Steps

1. Introduction and prepare a blindfold game – 15 minutes
2. Play the blindfold game – 20 minutes
3. Discuss the blindfold game – 20 minutes
4. Play "Four Strangers" game – 10 minutes
5. Discuss "Four Strangers" game – 15 minutes
6. Summary about trust in people – 10 minutes

Step 1 Introduction and prepare a blindfold game – 15 minutes

Explain that this exercise is about learning when to trust somebody. This session starts with a game. Ask 4 (if the total number of participants is even) or 5 (if the total number of participants is uneven) persons to stay with you in the room and send all other participants outside so they cannot hear or see you. One trainer joins then, or you tell them you will be with them in 2 minutes.

Give the 3 ropes to the 4 or 5 persons left in the room and ask them to make an 'obstacle circuit'. The circuit has a 'Start' and a 'Finish' point, and in between there are obstacles placed to climb over, to walk around or to crawl underneath. They have to make the obstacles by using tables, chairs and the ropes. They should not make the circuit too long and too difficult because people have to take all obstacles blindfolded, directed by another person. Ask the persons who prepared the circuit to act as observes.

Go to the other participants while the 4 or 5 persons inside prepare the circuit. Ask them to form pairs with a person they do not know very well. Among each pair one person will be blindfolded and the other will be the guide. Each pair has to decide who will be blindfolded and who will guide. The guides will lead their partner through an obstacle circuit by saying what they have to do. Leading them by hand is allowed only up to the start of the circuit. The main rule is: The guide will direct their partner through talking and no touching. They can start putting on the blindfolds and each pair will be called in, one at a time.

Step 2 Play the blindfold game – 20 minutes

Check the circuit before starting. The pairs can enter the room with the obstacle circuit with an interval of 1 minute. Blindfolding takes place before each pair enters the room so that those who are blindfolded do not see the circuit in advance.

Step 3 Discuss the blindfold game – 20 minutes

After all pairs have reached the Finish point, ask them to take off the blindfold and sit down in a circle. Discuss what happened in plenary using the following questions:

- Was it fun? Was it scary? Was it easy or difficult?
- How did the blindfolded persons feel (afraid, nervous, threatened, safe, etc.)?
- How did the guides feel (nervous, relaxed, responsible, trusted, etc.)?
- What went wrong? What went right?
- Did it matter that the person who guided was unknown to the blindfolded person?
- Would you feel more comfortable if a good friend was given the assignment to guide? If yes, why? If no, why not?

Step 4 Play "Four Strangers" game – 10 minutes

Introduce the next game by showing the picture cards of Four Strangers (Trainings Aid 5.4.1 A). Do not give many details but only show the picture cards. Only point out that two persons look friendly and are nicely dressed, while the other two look a bit shabby. Tape the pictures on the wall, one in each corner of the room.

Ask all participants to stand up. Explain that you will ask them a question and they have to choose between the four pictures by going to the side of the room with the picture of their choice. After each question, interview a few participants why they made that choice with the following questions:

- You need an urgent answer to a question. Who would you go to for the answer?
- If they promised you something, whom would you believe most?
- Something has been stolen. Whom would you suspect?
- Who would you go to if you needed help?
- If they would offer you a new job in another city with whom would you go?
- If they ask you to borrow your money, whom would you give it to?

Step 5 Discuss “Four Strangers” game – 15 minutes

Ask all participants to sit down again and discuss, using the following questions:

- Whom did you trust most? Why?
- Do women trust women more easily, and men trust men more easily? If yes, why?
- Do people trust richer people more easily than poorer people? Is yes, why? If not, why not?
- Is that smart?
- How can you judge people?
- What can you do to find out whether somebody can be trusted?

Step 6 Summary about trust in people – 10 minutes

Summarize the discussion and emphasize that:

- In some situations, especially uncertain or difficult ones, it is good to have someone whom you can trust and who feels responsible for you.
- You cannot judge people because of their appearance or their sex. There are good and bad men and women in the world and their appearance will vary.
- It is difficult to trust strangers right away as their stories or promises may be beautiful but can be lies. You may need to find out things for yourself and check information rather than trusting people you do not know right away. Find ways to verify their stories.
- Be wary of people who make promises that sound too good to be true. Most probably, the promises are false.
- Never give your identity card or money away to strangers who promise you something.
- Be always careful whom you trust.



Training Aid 5.4.1 A: Four Strangers

Guidelines: Prepare the following 4 picture cards (each individual card in at least A-4 size) for use in Step 4.



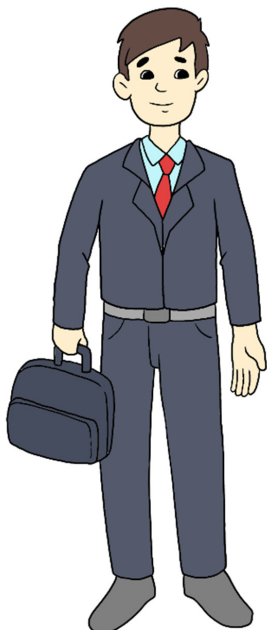
Stranger 1

A friendly, nicely dressed woman



Stranger 2

A shabby, poorly dressed woman.



Stranger 3

A friendly, nicely dressed man



Stranger 4

A shabby, poorly dressed man

Exercise 5.4.2 How to Keep Cool



Objectives

- To understand different ways of dealing with conflicts
- To learn how to manage conflicts and anger in a 'cool' and smart way



Target Group

Children, youth and adults



Duration

75 minutes (Steps 1 – 4)

30 minutes extra for Step 5 (optional)



Seating Arrangements

A theater setting with chairs or seating on the floor in a semi-circle for the public and an open space for the performers



Materials

- Flipchart paper, markers and masking tape
- 1 situation card and 3 communication style cards (Training Aid 5.4.2 A)



Training Aids

5.4.2 A: Role Play Scripts for Conflict Situations and Communication Styles

5.4.2 B: Different Communication Styles

5.4.2 C: More Role Play Scripts for Conflict Situations



Session Plan Steps⁹

1. Introduction and role play – 20 minutes
2. Discuss the role plays – 20 minutes
3. Three ways to respond to personal conflicts – 25 minutes
4. Three different communication styles – 10 minutes
5. More role plays – 30 minutes (optional)

⁹ Adapted from: *Friends Tell Friends on the Street* by Greg Carl & Nonthathorn Chaiphech (Thai Red Cross Aids Research Centre: Bangkok, 2000), Exercise: Reactions, p. L-20.

Preparation

Select and prepare one situation card and the three communication style cards as explained in Training Aid 5.4.2 A. Prepare three sheets of flipchart paper, one for each communication style as given in Training Aid 5.4.2 B for use in Step 3.

Step 1 Introduction and role play – 20 minutes

Explain that this exercise is about learning how to deal with conflicts in a smart and 'cool' way. The session will start with a role play on different ways of communicating with people. Ask for 4 volunteers. The 4 volunteers will be briefed by a trainer in a separate place as explained in Training Aid 5.4.2 A. Allow them a few minutes to prepare.

During their preparation explain to the audience what will happen. There will be 3 role plays about a conflict. One player will be confronted with the same problem but will have to deal with it with 3 different people. The situation will be the same but the communication styles will be different. Ask them to pay attention to these different communication styles. Then, ask the players to come in and do the role play.

Step 2 Discuss the role plays – 20 minutes

Thank the volunteers for playing their roles and ask them to sit down. Discuss the role plays using the following questions:

- What were the types of reaction in each role play?
- How do you react in serious conflict?
- Are you sometimes so unhappy in a conflict situation that you only want to cry or run away and hide your head under a cushion?
- Are you sometimes so angry that you have the feeling that your head explodes?
- Do you have a choice in how to react to people?
- Does your way of reacting affect people? If yes, how?
- What is a good way to react, and why?

Step 3 Three ways to respond to personal conflicts – 25 minutes

Explain that there are three main ways to respond when you have a conflict with someone:

- Aggressive: anger
- Passive: hiding, postponing and non-confrontational
- Assertive: coming up for your rights but with respect for the other.

Ask the participants for further examples of ways to deal with a conflict and write these on the board or flipchart under each style. If they have no further ideas, give a few examples, such as always being nice, being rude, trying to listen, and ask them again to share what they feel and do in a conflict. When they have no further examples go through the communication styles as explained in Training Aid 5.4.2 B. Use the prepared flipchart papers to explain the main characteristics of each communication style.

Ask: Are there differences in communication styles between boys/men and girls/women? If yes, what are these? Explain that in most cultures girls/women are usually taught to avoid conflicts and do not stand up for their rights, whereas aggression is tolerated and even encouraged among boys/men.

Explain that the assertive style is often the most useful, but sometimes it is better to wait a bit and select a good time to start talking about a conflict (passive style) or show your anger and come up for your own interests (aggressive style). Successful conflict resolution depends on smart and 'cool' use of all 3 styles.

Step 4 Three different communication styles – 10 minutes

Summarize the discussion by going through the key messages:

- There are three different communication styles:
 - 1) *Aggressive*: being impolite, having little concerns about others.
 - 2) *Passive*: being quite neutral, not really interested, or having no own initiatives.
 - 3) *Assertive*: showing interest, giving own opinion but honest and polite, and respectful.
- The most successful way of dealing with conflicts is to be assertive and stand up for oneself but also try to understand the points of view of another person, meaning imagine how you would feel if you were the person.
- There are often differences between boys/men and girls/women in communication styles because they have learned to deal with conflicts in a different way.
- People, regardless of gender and age, need to use a combination of the 3 styles to be able to handle conflicts in a constructive, 'cool' and smart way.

Step 5 More role plays – (optional) 30 minutes

The result of this session often is that participants want to practice to increase their own conflict management styles in different situations. In such cases, give new teams of 4 players one of the situation cards from Training Aid 5.4.2 A and select one or more from Training Aid 5.4.2 C. It does not matter if the same situation is played by different teams, as participants will express and show different feelings and solutions.



Training Aid 5.4.2 A: Role Play Scripts for Conflict Situations and Communication Styles

Guidelines: Choose one situation for the role play from the following examples or change the situation to make it more appropriate to the target group. Photocopy the two pages of this Training Aid. Cut along the dotted lines to have 4 role play situation cards (Situations 1 –4) and 3 communication style cards (Players 2 – 4).

Instructions for role players:

- Hand out one role play situation card to each of the four volunteers in Step 1.
- Ask everybody to read their role which should not be discussed with the other players.
- The persons with the role play situation card will be playing the same situation three times, every time with a different player.
- Hand out one communication style card to each of the other three volunteers.
- The persons with a communication style card (Players 2 – 4) will react as instructed on the card.
- Players 3 and 4 are in the room when the role play starts.

Role Play Situations

----- ✂ -----

Situation 1:

Two friends have a problem with deciding to which movie they want to go. The girl wants to go to a romantic movie with her favourite actor but her boyfriend wants to go to an action movie with the actor he admires. You play the friend who wants to see the romantic movie. You start the play by explaining the problem.

----- ✂ -----

Situation 2:

A brother and sister have been having an argument. A plate has been broken and the mother wants to know who broke it. The sister said it was done by her brother, who denied it, saying it was actually his sister who did it. Now the two siblings are arguing again . You play the sister telling the mother that your brother did it. You start the play by explaining the problem.

----- ✂ -----

Situation 3:

You were just told by a classmate that she saw your boyfriend going out with another girl. You play the girlfriend and tell your boyfriend what you have heard. You start the play by explaining the problem.

----- ✂ -----

Situation 4:

In a factory a few people will be given a chance to attend a training that will give opportunities for better work. There are more workers than places in the training. Local workers say that none of the migrant workers can go to the training because they think the local workers have more rights. You play a local worker telling a migrant worker that s/he is not allowed to join the training because s/he is not a local person. You start the play by explaining the problem.

----- ✂ -----

Communication Styles

----- ✂ -----

Player 2 - Reaction 1:

You want to solve the conflict but you are so angry that you start to shout and cannot listen to the other anymore. The situation ends up in shouting and anger on your side.

----- ✂ -----

Player 3 - Reaction 2:

The situation ends up in conflict avoidance: You want to solve the conflict, but you are very shy and embarrassed about it. You start to discuss it but then you avoid the conflict altogether and start talking about something else or leave the scene.

----- ✂ -----

Player 4 - Reaction 3:

The situation ends up with the role players having a constructive discussion: You will point out what the problem is, listen and check information, so that both of you can come to a solution.

----- ✂ -----



Training Aid 5.4.2 B: Different Communication Styles

There are 3 main communication styles:

- Aggressive
- Passive
- Assertive.

Prepare a separate flipchart paper for each of these three styles with the following information. Use the papers during the explanation in Step 3 of the exercise. Tape the paper to the wall at a place where everyone can see them easily after the explanation.

Aggressive communication is to behave as if your opinions and rights matter more than those of other people. Characteristics of an aggressive response are:

- Being so emotional that you get red and hot and feel if you want to explode
- Dominating the conversation
- Being impolite or rude
- Showing no interest
- Only thinking about own interests.

Passive communication is to behave as if other people's opinions and rights matter more than yours. Characteristics of a passive response are:

- Displaying neutral behaviour or being submissive, wanting to run away and hide
- Expressing no feelings and hiding them
- Being uninterested
- Having no own initiatives
- Having no direct reaction to avoid conflicts.

Assertive communication is to respect yourself and others equally and to offer your view in an objective way. Characteristics of an assertive response are:

- Showing interest
- Listening attentively
- Giving own opinion but also being honest and polite
- Giving respect to others
- Standing up for your own rights and what you think is fair for everybody.



Training Aid 5.4.2 C: More Role Play Scripts for Conflict Situations

Guidelines: Select one or more of the following situations for Step 5. Photocopy the page and cut it.

----- ✂ -----

Situation 5:

Two parents have to decide now on a problem that they have had for a long time. The father wants to discontinue the education of the 7-year-old son and send him to train as a horse jockey to earn income for the family. But the mother wants him to stay home and continue studying. Try to solve this conflict.

----- ✂ -----

Situation 6:

The senior male employee asked me several times if I would like to go to karaoke. You managed to dodge him every time you gave him an excuse you didn't like. But he threatened to lose his job if he didn't keep his word. Try to resolve this conflict.

----- ✂ -----

Situation 7:

You are in the 11th grade. Your high school student demanded money. But you didn't have it, so I demanded to find it the next day. Try to solve this conflict.

----- ✂ -----

Situation 8:

A student has a conflict with his/her teacher. The teacher says the student does not put enough effort in your studies. The student tells the teacher that s/he really tries to work hard but s/he often has to take care of the younger sister and that takes a lot of time. You play the teacher who says that the student has to put more effort in his/her studies.

----- ✂ -----

Exercise 5.4.3 Smart Use of Social Media



Objectives

- To critical assess the potential effects of social media on relationships
- To learn responsible attitudes and behaviours in the use of social media
- To learn how to protect oneself and not harm others in social media spaces



Target Group

Children, youth and adults (ideally in separate age groups)



Duration

45-60 minutes



Seating Arrangements

Semi-circle seating with open space and a large board or wall space



Materials

- One do or don't card for each participant (Training Aid 5.4.3 B)
- A large board and 4-5 markers or two pieces of flipchart paper and a masking tape



Training Aids

5.4.3 A: Skit Storyline and Characters

5.4.3 B: Do's and Don'ts on Social Media Cards

5.4.3 C: Do's and Don'ts on Social Media – Answers



Session Plan Steps

1. Being connected online – 10-15 minutes
2. Play the online character game – 20-25 minutes
3. Do's and don'ts on social media – 15-20 minutes

Preparation

Before starting the session, ask 6 participants to play a skit. Explain to them the storyline and give them each a character role in Training Aid 5.4.3 A to practice. They will play the skit in Step 2 (although they should join the class from Step 1).

Step 1 Being connected online – 10-15 minutes

Ask participants to raise their hands if they have ever used:

- mobile phone or smart phone
- computer or tablet
- the internet
- YouTube or Tiktok
- Facebook
- Twitter
- Instagram
- WhatsApp, LINE, WeChat or other chat applications.



Tip for Trainers

The question above is a quick survey of the level of exposure participants have to social media. Adjust the discussion in this session to the level of their exposure and interest. At the minimum most participants likely have used a mobile phone and at least one or two social media applications such as Facebook, YouTube, and a chat application. This level of exposure is sufficient for discussion.

In Mongolia almost everyone has access to a mobile phone. According to the Social Indicator Sample Survey 2018,¹⁰ 94.5% men and 97.2% women aged 15-49 used a mobile phone in the last three months. About 2 in 3 men (63.9%) and 3 in 4 women (73.6%) accessed the internet, and roughly 1 in 3 men (35.3%) and women (36.2%) used the computer. Among adolescents aged 15-19, about half (52.1% male and 53.7% female) used the computer. A higher percentage of girls than boys used mobile phones (97.2% versus 88.9%) and accessed the internet (93.0% versus 84.4%).

Ask participants:

- What do you use your phone for?
- Who is on Facebook, Instagram, YouTube, etc.? (Social media applications familiar to target group.)
- What do you use these applications for?
- Whom do you talk to the most on chat applications?
- Who are your friends on Facebook, WeChat, Instagram? Do you know them in real life?
- What do you watch on YouTube or Tiktok?
- What do you share on social media with your friends or family?
- What is 'social media' anyway? How do you describe it?

¹⁰ National Statistical Office of Mongolia

- What do you like about these social media?
- What do you not like about them?

Explain the meaning of social media:

- **Social media** is a form of electronic communication such as websites and applications on **computers, mobile phones or other communication devices like tablets** that allow **social networking** in which users can communicate **online** with others with personal messages, or share information, pictures, music, videos, ideas or media contents such as news with others within a small and closed network or publicly in a large and open network.
- Social media is like an **interconnected, endless web or network of communication** with a global reach at all levels in hundreds of languages, although most people stay within the online community that is an extension of the community in their real life. For example, Facebook is the largest social media platform in the world. (In 2019, around 2.4 billion people out of 7.6 billion people are on Facebook. That is about 1 in 3 people in the world using Facebook. The proportion is higher among young people.)
- **What is shared in a small group of people can easily spread outside that small group to a larger community.**
- **Nowadays most people, especially young people, are connected to social media.**

Step 2 Play the online character game – 20-25 minutes

Tell participants that a skit will be performed for the class. What they need to do is watch and think what each character does is smart or not smart. They can keep track by making a note of each character in the skit.

- Invite the actors to perform the skit.

Once the skit performance is finished, start a discussion with the following questions:

- What do you think of the skit?
- Which character do you think was smart? Why?
- Which character do you think was not smart? Why not?
- What are likely consequences after Bataar wakes up?
(Ask the actor who played Bataar first and then the class.)
- Who will likely see the post of Bataar's passed out pictures?
- How do you think Bataar would feel after he wakes up?
- How would you feel if you were Bataar?
- Would you treat your friends like how Bataar's friends treated him?
- Did Bataar do anything previously that might have led to what happened? If so, what?
- Has anything like this ever happened to you or someone you know? If so, please share.
- What did you learn from this skit?

Wrap up the discussion by emphasizing a few key points:

- **Everybody has a right to privacy and that right should be respected.**
- Joking and playing a prank among friends may be harmless, if it is contained and does not hurt anyone. But posting something online, on a public platform like Facebook, can have unforeseen consequences. For example, Bataar's potential employers may see the pictures of him drunk and decide not to hire him.
- Posting something online is like tossing water into a crowd, somebody will get wet and you cannot get the water back. Even if Bataar will delete the pictures after he has seen the post, many people likely have already seen it and the damage has been done.
- In a drunken state, young people may not think carefully about the consequences of their actions. Bataar made a mistake of giving a password to his Facebook account to his close friend, who made a mistake of sharing it with other friends while they were drunk. And this has contributed to Bataar's embarrassing situation.
- Good friends should never make fun of or take advantage of friends, especially when they are helpless. Helpless friends need protection, not being made a butt of joke for others to laugh at.

Step 3 Do's and Don'ts on social media – 15-20 minutes

Distribute to each participant a card from Training Aid 5.4.3 B.

- Ask participants to read and consider whether the action in their card is something they should do or not do. Encourage them to talk with one another about the cards.
- Divide the writing board into two sides. Write '**Do's**' on the top of one side, and '**Don'ts**' on the top of the other side. (If there is no writing board, use flipchart papers on a wall space instead.)
- Ask participants to copy their card in big letters (or tape their card) on the side they think it should go.
- After everyone has written/taped their card on the board/flip chart, scan the cards on each side. Pick out some and ask the owner of the cards to explain why they put them under Do's or Don'ts.
- Use Training Aid 5.4.3 C as reference to explain why each card is a 'Do' or 'Don't'.



Tip

Depending on the literacy level of participants and their exposure to social media, you may not need to explain every card. Encourage them to share examples or ask questions. The purpose of this exercise is not for them to know everything about social media but enough to be aware of both the positive and the negative sides of social media and how to use it safely and responsibly.

Conclude with the following key messages:

- **Social media can be very useful when used safely and responsibly:** it is useful for keeping in touch with friends and family, keeping up with current events or finding a job, but it also has many dangers.

- **Understand the difference between communicating in real life and communicating on social media:** Unlike off-line real-life communication, expressing yourself on social media is often not private and can have far-reaching consequences; **what is posted online exists forever, can be copied, and can be seen by anyone**, who may not understand your expression, misinterpret it, or use it to harm you.
- **Once you put something online**—messages, your own pictures, other people’s pictures, anything—**you no longer have control over it. You cannot get it back.** So before you put anything online, especially anything very personal about yourself or others, **imagine:**
 - **Will your (future) employer like it?**
 - **Will you like it or be embarrassed by it, one, two, five or ten years from now?**
- **Everyone has a right to privacy. Do not violate other people’s privacy**, even though they may be your best friend, your lover, or your family member. Don’t say bad things about people.
- **Be protective of your own privacy. Don’t overshare personal information.**
- **Do not give your password to anyone.**



Training Aid 5.4.3 A: Skit Storyline and Characters

Guidelines: Make at least two photocopies the skit storyline. Before starting the session recruit a group of 6 volunteers to play the skit. Give one copy of the skit storyline to the narrator and cut up the individual acts for the actors to learn their lines. Make sure the volunteers practice and understand their role. Ask them to perform the skit in Step 2.

Skit: A party prank

Cast: 1 narrator (female), who narrates the introduction and each act

5 actors (a mix of male and female): Dorj, Bataar, Bold, Tsetseg, Urnaa (who **speak the lines in bold**)

Narrator: Dorj and Bataar are close friends. They are in the same class at a vocational school and will graduate together in a few weeks. After the final exam, Dorj and Bataar go out to a party to celebrate with other friends. After a few hours, Bataar who is not used to drinking passed out.

----- ✂ -----

Act 1: Dorj took a couple of pictures of Bataar passed out drunk. Dorj thinks Bataar looks so funny in the pictures so he shows Bataar pictures to other friends at the party.

Dorj: "Hey, guys, look! Our boy is out cold. Ha-ha-ha-ha-ha."

----- ✂ -----

Act 2: Other friends at the party look at the pictures and laugh. They think Bataar looks funny too.

Bold: "Ha-ha-ha, he really is out cold. What a baby! Hey, Dorj, why don't you send to me his pictures? I'd like to keep them as a souvenir."

----- ✂ -----

Act 3:

Dorj: "Sure! Why not? Who else wants the pictures?"

All the friends said they want the pictures. So Dorj sends Bataar pictures to everyone there.

----- ✂ -----

Act 4: Tsetseg, a friend at the party, is known as a prankster.

Tsetseg: "Hey, I have an idea. Why don't we post Bataar's pictures on Facebook? It would be so funny when he wakes up and see himself on Facebook! Ha-ha-ha-ha."

----- ✂ -----

Act 5: Another friend at the party Urnaa, however, doesn't like the idea.

Urnaa: “No! We shouldn’t do that. He would be embarrassed. Not cool, man. I wouldn’t like that for myself.”



Act 6: However, the group at the party are in high spirit after many drinks and think everything is funny. The majority agree that they should post pictures of Bataar on Facebook.

Tsetseg: “I have an even better idea! Let’s post the pictures on his own Facebook! That would be so hilarious! Anybody knows his Facebook password?”



Act 7: Dorj who is Bataar’s close friend.

Dorj: “I do, I do! He asked me to check his Facebook for him last week. I remember. It’s very easy to remember!”



Act 8: Urnaa is the only one who protests.

Urnaa: “Guys, this is really a bad idea. Bataar is applying for a job. What if his future employer sees these pictures. It will look very bad for him.”



Act 9: But no one listens to Urnaa now. Tsetseg says she will log in Bataar’s Facebook. Dorj gives her Bataar’s Facebook password. And Tsetseg posts Bataar’s pictures on Bataar’s own Facebook timeline. **Everybody looks at Bataar’s Facebook page and laugh hysterically.** Urnaa has a feeling this will not end well.



Training Aid 5.4 B: Do's and Don'ts on Social Media Cards

Guidelines: Make a copy of the page and cut to make individual cards for use in Step 3.

Accept a friend request on Facebook from a classmate	Send a text message (SMS) on your phone to a friend to tell her that you will be late	Leave your Facebook page logged-in on a school computer because you don't want to log in again
Post pictures of drunk friends without their knowing because it would be funny when they find out	Join the school Facebook page to stay up to date on school activities	Post cute and sexy pictures of yourself on Instagram because you want everyone to admire you
Send a 'Good Morning' message with beautiful flowers to your girlfriend/boyfriend every morning	Post a picture of your house or room on Facebook to tell all your friends to check on it while you are gone for a while	Use the same password for all your social media accounts because you might forget different passwords
Give your password to your friend to check or post something for you on your Facebook	Follow trusted news accounts so that you know what's going on in the world	Post on Facebook while drunk
Send a naked picture of yourself to your boyfriend/girlfriend	Send a picture of yourself having lunch with you best friend to you mother, saying "Hello, Mom. I miss you."	Create a password that is easy for yourself to remember but difficult for others to guess
Share a rumor you see on Facebook about someone you don't like online	Be skeptical about rumors passed around online	Check messages on the phone while driving a motorbike
Accept a friend request from someone you don't know who 'liked' your sexy pictures on Facebook	Make it a policy to never give anyone, even your best friend, the password to your Facebook or any other social media account	Give your address and phone number to your new Facebook friend who asked
Share pictures and videos of cute animals with your friends on LINE and Facebook	Take a sexy picture of your girlfriend and post it on Facebook because you are so proud of how sexy she is	Post on Facebook pictures of cute children in a kindergarten because they are so adorable.
Make it a policy not to share sexy pictures or videos of anybody, whether you know them or not	Send teasing messages to someone every day because you like him/her even though he/she doesn't respond	Send money to someone who said you just won a lottery but he needs an advance to pay a fee to get the reward for you
Post pictures of your travels after you have returned home	Post details of why you and your friend had a fight, so that other friends know how you have been wronged	Refrain from saying bad things about friends or anyone online



Training Aid 5.4 C: Do's and Don'ts on Social Media - Answers

Guidelines: Use as a reference for the discussion in Step 3.

DO's	Reason
✓ Accept a friend request on Facebook from a classmate	Do – It is safer to have online friends you already know in real life.
✓ Send a text message (SMS) on your phone to a friend to tell her that you will be late	Do – It's a smart and efficient use of technology.
✓ Join the school Facebook page to stay up to date on school activities	Do – Good to keep informed of what's going on at school.
✓ Send a 'Good Morning' message with beautiful flowers to your girlfriend/boyfriend every morning	Do – It's a positive use that likely makes your girlfriend/boyfriend happy.
✓ Follow trusted news accounts so that you know what's going on in the world	Do – What's on social media can be difficult to judge: what is real news and what is not. Usually major news agencies can be trusted.
✓ Send a picture of yourself having lunch with you best friend to you mother, saying "Hello, Mom. I miss you."	Do – You will make your mother very happy and proud you trust and miss her.
✓ Create a password that is easy for yourself to remember but difficult for others to guess	Do – A simple and smart way to create a password is to make it means something special only to you and not too difficult to remember.
✓ Be skeptical about rumors passed around online	Do – People can say all kinds of things on social media and not all of them are true.
✓ Make it a policy to never give anyone, even your best friend, the password to your Facebook or any other social media account	Do – Sounds like a sensible policy. This is not only good for safety but also for privacy which is important.
✓ Share pictures and videos of cute animals with your friends on LINE and Facebook	Do – Everybody likes cute animals. Still, don't overdo it. There's such a thing as "too much of a good thing."
✓ Make it a policy not to share sexy pictures or videos of anybody, whether you know them or not	Do – A smart idea! This prevents all kinds of possible problems in the future.
✓ Post pictures of your travels after you have returned home	Do – That's fine, if you feel the need to share your lifestyle. But be aware that some people may think you are a show-off.
✓ Refrain from saying bad things about friends or anyone online	Do – A smart thing to do. Nobody likes a person who badmouths others. And you never know how it might affect your interpersonal relationships. If you don't have anything nice to say about somebody, better not say anything.
DON'Ts	Reason
✗ Leave your Facebook page logged-in on a school computer because you don't want to log in again	Don't – Not smart. Someone else can access your private information in your account and it may not be safe.
✗ Post pictures of drunk friends without their knowing because it would be funny when they find out	Don't – Your friends will not like their embarrassing pictures to be seen by others. You are violating their privacy.

✗ Post cute and sexy pictures of yourself on Instagram because you want everyone to admire you	Don't – While some friends may like your pictures, others may not. And this can expose yourself to criticism and unscrupulous people.
✗ Post a picture of your house or room on Facebook to tell all your friends to check on it while you are gone for a while	Don't – What if not only your friends see this picture, but thieves and robbers too?
✗ Use the same password for all your social media accounts because you might forget different passwords	Don't – Imagine someone learns of this one password and can get into all of your accounts?
✗ Give your password to your friend to check or post something for you on your Facebook	Don't – While it's likely your friend is trustworthy, can you be 100 per cent sure she or he will keep your secrets like you would?
✗ Post on Facebook while drunk	Don't – Your judgement is impaired by alcohol. Never post anything while drunk. Imagine your future employers, your teachers, your parents see it. You most likely will regret it.
✗ Send a naked picture of yourself to your boyfriend/girlfriend	Don't – You may trust him or her now. But imagine a future break up or you marry someone else in the future. You never know with people might do. Be better safe than sorry.
✗ Share a rumor you see on Facebook about someone you don't like online	Don't – Know this proverb? "What goes around comes around."
✗ Check messages on the phone while driving a motorbike	Don't – It's dangerous to make phone calls while driving. Even more dangerous to text.
✗ Accept a friend request from someone you don't know who 'liked' your sexy pictures on Facebook	Don't – How can you be sure they really like you as a person, and not wanting to take advantage of you?
✗ Give your address and phone number to your new Facebook friend who asked	Don't – Never trust anyone you just became friends online and have never met in real life. You don't know them.
✗ Take a sexy picture of your girlfriend and post it on Facebook because you are so proud of how sexy she is	Don't – You may be proud, but she may not like others to see her sexy pictures. Plus, that does not make her look good in the eyes of others. It violates her privacy.
✗ Post on Facebook pictures of cute children in a kindergarten because they are so adorable.	Don't – It is not safe to post pictures of young children on a public platform. There are bad people who prey on children.
✗ Send teasing messages to someone every day because you like him/her even though he/she doesn't respond	Don't – You may think your messages are just teasing and harmless, but the receiver may not like them. Their lack of response is a sign that they don't like them and that you should stop.
✗ Send money to someone who said you just won a lottery but he needs an advance to pay a fee to get the reward for you	Don't – Never send anybody money or give them personal information that they can use to steal money from you. There are a lot of scams like this. Greed can lose you a lot of money.
✗ Post details of why you and your friend had a fight, so that other friends know how you have been wronged	Don't – Most people don't want to know the details of personal grievances. Things that are personal, keep them personal. Think about the future. Imagine yourself two years from now. Will you be embarrassed by what you post today?

Sources for Further Reading

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Johnston, Mary P. & Rifkin, Susan B., *Health Care Together, Training Exercises for Health Workers in Community Based Programmes*, Training Aids at Low Costs (TALC): London, 1987.

Useful Websites

Games for Girl Scouts, Cooperative Game & Crafts, Line Up,

http://members.tripod.com/~bri_rose/coopgames.html.

Kidscape.... helping to prevent bullying and child abuse 1985-2005,

<https://www.kidscape.org.uk>.

SBA, Online Women's Business Centre, Understanding Your Communication Style,

http://www.au.af.mil/au/awc/awcgate/sba/comm_style.htm.

The Math Forum, *Critical Thinking Puzzles*, <http://mathforum.org>.

List of Picture Cards (provided separately)

TA 5.4.1 A: Four Strangers (4 cards)

1. Stranger 1: A friendly, nicely dressed woman
1. Stranger 2: A shabby, poorly dressed woman
2. Stranger 3: A friendly, nicely dressed man
3. Stranger 4: A shabby, poorly dressed man

3-R Trainers' Kit

**Rights, Responsibilities and Representation
For Children, Youth and Families**

Module 5: Problem Solving and Social Skills

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