



This book has been issued to ..... (First Name) ..... (Family Name)  
of Session ..... on ..... (DD/MM/YY)

# ***THIS PROGRAM WILL BUILD***

## ***MINDSET***

- Develop self-confidence
- Improve decision-making
- Find creative solutions
- Learn from successful mentors

## ***DIGITAL SKILLS***

- Learn MS Word and Excel
- Develop online search skills
- Practice typing and computer operation

## ***LANGUAGE***

- Build English speaking skills
- Expand English vocabulary and grammar
- Practice listening comprehension
- Master public speaking and debate

## ***CAREER-BUILDING SKILLS***

- Learn about various careers
- Discover how to find a job
- Develop interview skills
- Prepare a resume
- Work with career guides to find the right career for you

***Learn while having FUN***

**Many students more than double or triple or even quadruple their incomes by completing the FEA course. Are you going to be one of them?**

# Unity in Diversity

Freedom Employability Academy



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# Introduction

All of us wish to live in a just and peaceful society. To build that kind of society, we need to learn how to build unity in our homes and in our communities. Building unity is not easy, however. It is something we have to learn about. It requires constant effort and practice.

The lessons in this booklet will help you learn about how you can build greater unity in your family, community, and society. The lessons are not meant to only be studied alone. Rather, you will study them with your classmates, sometimes in pairs and small groups, and sometimes all together. Your facilitator will guide you and your classmates through the lessons.

In the lessons, you will be asked to read, discuss, and experience new ideas together. You will often be asked to write down the answers to specific questions and exercises in a notebook. Sometimes you will have chances to share your understanding through arts and skits. There will be chances to perform acts of service outside of class and then reflect on your experiences with your classmates.

During this entire process, we are confident that you will joyfully learn from and support each other. After all, what greater joy can there be than to be a cause of peace, happiness, and well-being to those around us?



## **Unit 1**

### The Nature of a Human Being



## **Purpose**

1. To reflect on the nature of a human being.
2. To understand how we might best see and treat people according to their inward intellectual, moral, and spiritual characteristics rather than their outward physical and material characteristics.

## Lesson 1: What is a human being? Who am I?

1. Do you think of yourself as a good person? Please write down and explain your answer.

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2. Do you think people in society are good or not? Please reflect on this question and discuss your answer with the class. Write some key ideas from your discussion in the space below.

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3. Please read and discuss the following statement about human nature with a partner.

**"Regard man as a mine rich in gems of inestimable value. Education can, alone, cause it to reveal its treasures, and enable mankind to benefit therefrom."<sup>[1]</sup>**

Exercise #1: *Now, please discuss the following questions with your class.*

1. What is your understanding, from the first sentence, about the nature of a human being?

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2. What are some of the gems you have in your heart?

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3. According to the second sentence, what can help a person's heart reveal its treasures?

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Exercise #2: Please draw your understanding of the statement about human nature in the space below. Share your drawing with the class and explain how it relates to the statement.

**"Regard man as a mine rich in gems of inestimable value. Education can, alone, cause it to reveal its treasures, and enable mankind to benefit therefrom."<sup>[2]</sup>**



## Lesson 2: What is a human being? The view of biology

*Please read the following passage from the National Museum of Natural History at the world-famous Smithsonian Institution:<sup>[3]</sup>*

The billions of human beings living today all belong to one species: *Homo sapiens*.

As in all species, there is variation among individual human beings, from size and shape to skin tone and eye color. But we are much more alike than we are different. We are, in fact, remarkably similar. The DNA of all human beings living today is 99.9% alike.

We all have roots extending back 300,000 years to the emergence of the first modern humans in Africa, and back more than 6 million years to the evolution of the earliest human species in Africa. This amazing story of adaptation and survival is written in the language of our genes, in every cell of our bodies—as well as in fossil and behavioral evidence.

This ancient heritage is yours.

*Now, please watch the following short 4-minute video:*

<https://humanorigins.si.edu/evidence/genetics/one-species-living-worldwide>



Exercise: *Please answer the following questions.*

1. According to the video, how different are human beings from each other biologically?

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2. What are some of the many ways in which human beings are similar to one another?

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3. How might the awareness that we are all one human species affect our relationships with those around us? Please discuss this question with the class and write insights below.

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### Lesson 3: What is a human being? The view of spirituality

Please watch the following Cherokee story about “The Legend of the Two Wolves”:

[https://www.youtube.com/watch?v=x95\\_BTeanI8](https://www.youtube.com/watch?v=x95_BTeanI8)

After watching the story, please write down your responses to the following questions:

1. Describe the two wolves in your own words. Which one of them represents the true or higher nature of a human being?

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2. What does the grandfather mean when he says the wolf you feed will win?

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*Now read and reflect upon the following sentences:*

Many spiritual and religious traditions say that human beings reflect intellectual, moral, and spiritual qualities that come from a Divine Source. For example:

- In the Old Testament, we read: *“Let us make man in Our image, after Our likeness.”*<sup>141</sup>
- In the Gita, we read: *“Wherever you find strength, or beauty, or spiritual power, you may be sure that these have sprung from a spark of My essence.”*<sup>151</sup>
- In a Hadith, we read: *“Man is My mystery, and I am his mystery.”*<sup>161</sup>

The above quotations imply that the core identity of humans is not physical or material. Rather, the core identity of human beings is intellectual, moral, and spiritual.

In other words, human beings have the ability to reflect special qualities. These include intellectual qualities such as knowledge, understanding, and wisdom. These also include moral and spiritual qualities such as kindness, love, justice, and patience.

Realizing that we are intellectual, moral, and spiritual beings first and physical, natural, and material beings second, we can reject all forms of prejudice.



Exercises:

1. Based on the sentences above, circle the qualities you think reflect the true nature of a human being:

- |                   |                         |
|-------------------|-------------------------|
| kindness          | thoughtfulness          |
| generosity        | jealousy                |
| greed             | thankfulness            |
| helpfulness       | outer beauty            |
| competition       | inner beauty            |
| service to others | physical strength       |
| anger             | spiritual strength      |
| justice           | hate                    |
| unity             | fear                    |
| patience          | sadness                 |
| hopelessness      | intelligence            |
| caring            | scientific thinking     |
| envy              | striving for excellence |

2. Based on what we have read and discussed thus far, how do you think we can best overcome all kinds of prejudice?

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## Lesson 4: What is dehumanization?

We “*de-human-ize*” other people when we see and treat them according to their outward, physical and material characteristics. When we dehumanize other people, we do not treat them as real human beings.

Unfortunately, it is easy to dehumanize others. For example, we may give too much importance to a person’s good looks, material wealth, or job title. Rather than emphasizing these outward characteristics, we can instead put greater emphasis on a person’s consciousness, reason, intellectual powers, moral qualities, and spiritual qualities.<sup>171</sup>

*Exercise: Please read and respond to the questions below. Then share your responses with the rest of the class. Feel free to write down insights you hear from your classmates.*

1. What does it mean to dehumanize someone?

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2. How do you feel when someone puts too much importance on your physical and material characteristics rather than your intellectual, moral, and spiritual characteristics?

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3. Give examples of dehumanization in human history or in current society.

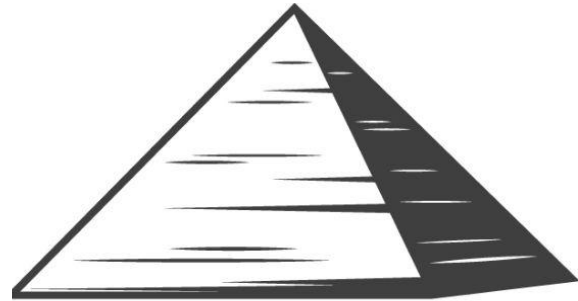
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## Lesson 5: A human being is more than a physical being—the story of the sphinx

An ancient symbol of Egyptian culture, the sphinx, helps us think about the definition of a human being.<sup>181</sup> The sphinx has the body of an animal and the face of a human being. The human face means that the human being historically emerged from (came out of) nature. The human face also means that, compared to the rest of nature, a human being has consciousness, reason, and spirit. In other words, the most important aspects of a human being are **universal qualities** such as intelligence, kindness, generosity, patience, truthfulness, caring, and friendship – all of which come from the mind and heart of a person. Unfortunately, we often dehumanize one another rather than treating each other as beings with this beautiful “human face.”



### Exercises:

1. Based on the passage above, how would you describe the two aspects of the sphinx?

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2. What, in your mind, are some of the **universal qualities** that characterize a human being?

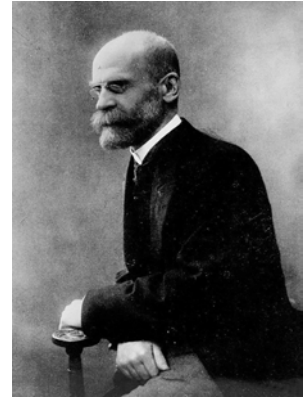
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## Lesson 6: Group identity affects how we treat others

A famous sociologist, Emile Durkheim, pointed out that human beings identify themselves by their group.<sup>191</sup> They create a boundary around their own group and act differently towards those who are inside their group compared to those who are outside their group. People outside the boundary become strangers, objects, and even enemies. People of one group may even believe that excluding, fighting, and dominating people in another group is a heroic thing to do.



### Questions:

1. What problems might arise when we see people as being part of other groups? Can you give some examples?

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2. Do you think our behavior and morality should be different towards people of the same caste as ourselves? The same ethnicity? The same social class?

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3. Do you think it is possible to extend the boundaries we have created between groups to include others? If we limit our boundaries, what might that say about how we view others and ourselves?

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**Practice:** After class, have a conversation with someone who is of a different social class, caste, or religious group. The person could be from work, a fellow classmate, or someone else. After your conversation, write down what you spoke about and how you felt.

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## Lesson 7: Dehumanization, oppression, and prejudice

Human history is full of **dehumanization**, **oppression**, and **prejudice**, each of which occurs when we mainly think of human beings as physical, material, and **biological** objects.<sup>[10]</sup>

For example, the caste system reduces humans to the level of their natural and **biological** characteristics. A human being's rights, value, and opportunities are defined according to which family they were born into. What is missing in the caste system is the realization that a human being is an intellectual and moral being.

**Racism** is another form of **dehumanization**. **Racism** reduces the value, identity, and social rights of a human being to the color of that person's skin. **Racism** can occur when a human being is viewed only in terms of their **biological** and physical **attributes**.

**Patriarchy**, a system in which men dominate women, is another form of **dehumanization**. In patriarchy, the value, worth, and the rights of human beings are determined by their gender. **Patriarchy** does not recognize humans as having spirit and consciousness.

An extreme form of **dehumanization** is **slavery**. **Slavery** is reducing a human being to the level of an object. The human being is treated as someone else's object without his or her agreement.

Please fill out the following sentences based on the paragraphs above:

1. In the caste system, human rights, values, and opportunities are defined according to

\_\_\_\_\_.

2. Racism reduces the value, identity, and social rights of a human being to

\_\_\_\_\_.

3. In the culture of patriarchy, the value, worth, and rights of human beings are determined by

\_\_\_\_\_.

4. In slavery, a human being is treated as \_\_\_\_\_.

## Lesson 8: What dehumanization means for our lives

Let us summarize what we have read and discussed so far. We have read that history and society have had many instances of *dehumanization*. The reason for this is that we have identified ourselves and others by our outward characteristics and not by our inward characteristics. Based on outward characteristics such as caste, race, and gender, we have sometimes formed social groups that actively exclude others.

*Before we move on, we might wish to reflect on the following two questions.*

1. How might you limit yourself by defining yourself by your outward traits such as beauty, weight, height, race, caste, social class, or job title?

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2. How might we limit our healthy relationships with others when we define them according to their outward characteristics?

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**Personal Reflection:** *Please further reflect and write about the following:*

a) What is a healthy relationship you have had with a classmate or co-worker? What has made your relationship with that person healthy and why have you held that person close to you?

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b) Why do you think it is important to build relationships with people based on inward characteristics such as kindness, friendship, truthfulness, and patience?

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## Lesson 9: Unity and diversity

Consider the flowers of a garden. Though they are different in color, form and shape, they are refreshed by the same rain and empowered from the same sun. The diversity of the flowers increases their charm and adds to their beauty. It would be boring if all the flowers, plants, and trees of that garden were all of the same shape and color! Differences in color, form and shape beautify the garden and enrich its effect. In the same way, when different thoughts, personalities, and characters are brought together in unity, the beauty and glory of human perfection can show itself.<sup>[1]</sup>



**Exercises:** Discuss the following three questions with the person next to you.

1. Is unity the same thing as uniformity (where everything is the same)? Why or why not?

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2. How would you feel if everyone was exactly the same as you?

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3. Can you think of one or two other examples of unity in diversity in nature or society? How does unity depend on diversity and vice versa?

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4. Discuss your feelings about the following short passage with the class:

*“Diversity makes India distinctive from other places in the world. A land without diversity would be like a house without people, boring and predictable.”<sup>[12]</sup>*



5. Read and discuss the meaning of the following statement with the class:

*To create an environment of unity, we need to learn how to bring together different talents, opinions, styles, and perspectives. Where there is disagreement, we must find complementarity. When there is opposition at one level, we must find cooperation at a higher level.<sup>[13]</sup>*





## **Unit 2**

### Unity in Our Community



## **Purpose**

1. To explore which qualities, attitudes, behaviors, and skills help a community build unity.
2. To explore which qualities, attitudes, and behaviors prevent a community from building unity.
3. To continually develop the wide range of qualities, attitudes, and behaviors, as well as practice the skills, that contribute to unity in the community.

## Lesson 1: Unity of Purpose, Vision, and Action

*Your facilitator will ask you to take turns reading the following text out loud in class. You will then be asked to discuss the questions as a group.*

We are fortunate to be part of several communities:

- At FEA, we have a diverse community of classmates and facilitators.
- In our personal lives, we interact with friends, family and neighbors.
- At school or in our work, we collaborate with classmates, colleagues, and clients.

To build and maintain a thriving community, its members must become more and more united in their purpose, vision and action. Let's discuss three aspects of unity:

- a. **Unity of purpose:** When the goals of individuals are in alignment with the goals of the whole community.



- b. **Unity of vision:** When the members of the community have a common idea of how to work for the betterment of the community.



- c. **Unity of action:** When individuals, who have both unity of purpose and vision, actually work together for the betterment of the community.





We will explore the idea of unity in our community in much greater depth in the lessons below. Before we turn to those lessons, however, please discuss the following questions with your facilitator. In discussing the questions, remember what we learned before: that unity does not mean uniformity but rather unity based on diversity.

1. What does **unity of purpose** look like for our FEA community? Can you give an example?

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2. What does **unity of vision** look like for our FEA community? Can you give an example?

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3. What does **unity of action** look like for our FEA community? Can you give an example?

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Class Activity: To live and work together with others effectively, we will need to create and harmonize unity of purpose, vision, and action. In this activity, we will look at two examples of members of a group trying to achieve unity.

**Example 1 (Family)**: Members of a family are trying to decide how to divide up responsibilities for household chores.

1) Before they talk to each other, what are some different goals that each family member might have in this situation? *[Your facilitator will list them on the board. Possible examples: a mother who feels an orderly home is important to the family's well-being, a father who feels he is already busy with his work, a 15-year-old daughter who is preparing for exams, and a 13-year-old son who wants more time to play with friends.]*

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2) How might the different goals of each family member conflict or disagree?

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3) How might the family members address differences in goals and achieve unity of purpose?

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**Example 2 (Work):** Coworkers in a company are trying to decide how to allocate time on a project together.

1) Before they talk to each other, what are some different goals that each coworker might have in this situation? *[Your facilitator will list them on the board. Possible examples: coworker #1 feels overworked; coworker #2 is energetic and excited about working on a new project; coworker #3 is new to the company and needs help; coworker #4 plans to go on maternity leave.]*

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2) How might the different goals of each coworker conflict or disagree?

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3) How might the coworkers address differences in goals and achieve unity of purpose?

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## Lesson 2: Kindness, love, and respect

*Your facilitator will ask you to take turns reading the following text out loud in class. You will then be asked to discuss the questions as a group.*

Ideally, we should love and be kind to everyone in our community. Our love and kindness for the members of our community should not be temporary and superficial feelings, but rather reflections of a more permanent, deeper love for the special, noble qualities that we see in each other.

Let us explore the ideas of kindness, love, and respect for each other further below.

First, please read the following quotation about Kindness and Love:

**“Do not be content with showing friendship in words alone. Let your heart burn with loving kindness for all who may cross your path.”<sup>[14]</sup>**

Discuss: A candle shines light in all directions. A fire gives heat in all directions. With that in mind, what condition does our heart need to have to show love and kindness to every single person that we meet?

Next, read the following passage about **Respect** from the Native American Code of Ethics:<sup>[15]</sup>

- Respect means “To feel or show honor or esteem for someone or something; to consider the well-being of, or to treat someone or something with deference or courtesy.”
- Showing respect is a basic law of life.
- Respect the privacy of every person, never intrude on a person’s quiet moment or personal space.
- Show deep respect for the beliefs and religion of others.
- Treat the earth and all of her aspects as your mother. Show deep respect for the mineral world, the plant world, and the animal world. Do nothing to pollute our Mother, rise up with wisdom to defend her.
- Listen with courtesy to what others say, even if you feel that what they are saying is worthless. Listen with your heart.

Discuss: Is respect just about our words and gestures? What else is required to show real respect to each other?

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Now, please watch and reflect on the video called “Fresh Eyes” (the lyrics are below):

<https://www.youtube.com/watch?v=5bgemCaaQkU>

I got these fresh eyes, never seen you before like this  
My God, you're beautiful  
It's like the first time when we opened the door  
Before we got used to usual

It might seem superficial  
Stereotypical, man  
You dress up just a little and I'm like, "Oh, damn"

[Chorus]: So suddenly, I'm in love with a stranger  
I can't believe that she's mine  
Now all I see is you with fresh eyes, fresh eyes

Appreciation, well, it comes and it goes  
But I, I'll ride that wave with you

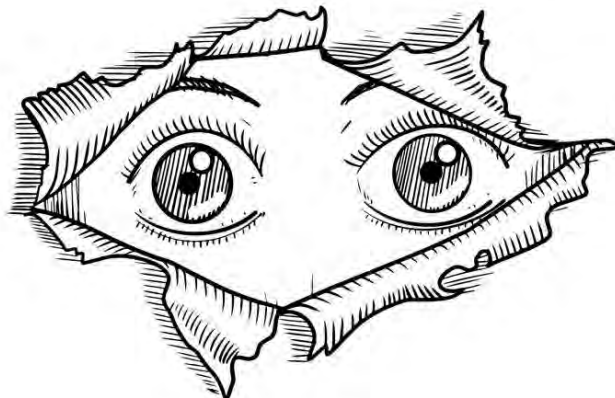
It's human nature to miss what's under your nose  
'Til you, 'til you remind a fool

Maybe all of this is simple  
My heart's unconditional, yeah  
You dress up just a little and I'm like, "Oh, damn"

[Repeat Chorus]

If I could bottle this up, bottle, bottle this up, I would  
I would bottle this up, bottle, bottle this up, I would  
'Cause you're gorgeous in this moment  
If I could bottle this up, I would

[Repeat Chorus]



Exercise: What does the video have to do with love, kindness, and respect? Why is it inspirational? Write a few sentences to express your thoughts and share them with the group.

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Act of Service: We are learning that it is important to try and show kindness, love, and respect in all our interactions and with everyone. It is not enough to just know that these qualities are important. Rather, we also need to practice them so that they more and more become part of who we are and how we behave. To help each other practice kindness, love, and respect, let's engage in the following service activity:

*Choose one act of kindness that you would like to practice and complete it before the next class. Some examples of acts of kindness include:*

- *Picking up trash in your neighborhood*
- *Listening to and empathizing with someone who is experiencing challenges.*
- *Helping a classmate or coworker finish a task*
- *Helping your family members with chores*
- *Anything else that you feel moved to do*

*Please share your experience practicing the act of kindness with the class the next time we meet. You can share what act of kindness you picked, why you chose it, and what effect it had on you and those around you.*



# Lesson 170 A

## Practice Time

Work in pairs. Together, draw the following spreadsheet on an excel sheet.

### Marksheet in Excel

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Xlth Standard												
2	Sr. No.	Division	Roll No	Name	Accountancy	English	Maths	Economics	Business Studies	Total	Average	Grade	Result
3	1	A	1	Akhilesh	97	36	47	13	34	227	45	B	ER
4	2	A	2	Ruchi	69	85	86	51	53	344	69	B+	PASSED
5	3	A	3	Bhawna	19	72	41	53	40	225	45	B	ER
6	4	A	4	Isha	76	68	46	11	22	223	45	B	ER
7	5	A	5	Chetan	55	31	56	99	93	334	67	B+	ER
8	6	A	6	Neeti	84	57	68	30	31	270	54	B	ER
9	7	A	7	Chanchal	18	46	51	63	22	200	40	B	FAILED
10	8	A	8	Preeti	93	93	31	93	20	330	66	B+	ER
11	9	A	9	Richa	33	89	55	46	69	292	58	B	PASSED
12	10	A	10	Manish	21	27	84	82	96	310	62	B+	ER
13	11	A	11	Karun	13	48	27	26	38	152	30	F	FAILED
14	12	A	12	Madhur	85	74	26	53	84	322	64	B+	ER
15	13	A	13	Nitesh	28	31	27	77	17	180	36	B	FAILED

## Lesson 170 B

### Following Instructions Well

#### **Part A:**

Your ability to follow instructions will affect your success in studies, workplace and life. Following instructions in school enables you to learn effectively, do well on tests and achieve higher marks/grades. In the workplace, understanding and taking instructions is essential for being an effective worker and taking on more workplace responsibilities. Following medical instructions is important for your health, and in emergency situations, instructions can be a matter of life or death.

1. Write down a list of situations where following instructions will help you succeed.

#### **Part B:**

Following instructions well is much more than carefully reading or listening to verbal instructions.

2. What are some of the steps involved when you are trying to follow instructions? Write them down in your notebook.

Based on the above discussion, remember that following instructions well is something that you need to learn.

#### **Part C:**

You can strengthen your ability to understand and follow instructions. In this lesson, we will discuss three aspects of this ability.

#### **Active Listening**

In other lessons we have learned the skill of active listening. Active listening is different from just hearing.

Activity: Simon Says

Your facilitator will lead the class in a game of Simon Says.

As you saw from the activity, when you actively listen, you better understand what you need to do. It may help to pretend that there will be an exam after the conversation. You can visualize the steps that are being described, repeat them in your head, or visualize yourself doing the tasks.

#### **Remembering and recording**

Sometimes you will receive written instructions, but often instructions will be given verbally. Whenever possible you should take notes. What differentiates successful people is taking good written notes; it shows that you are prepared, organized and want to do the job correctly.

Activity: Learn a recipe

Divide into pairs. Your partner will describe how to make his or her favorite dish. You should listen carefully to the steps and write them down in your notebook. If you like, you can try making the recipe at home. Then switch roles.



### **Checking your understanding**

To make sure you understand the instructions, you can repeat them back to the speaker. You can say: "I'd like to make sure I am understanding the instructions correctly. I will do X, and then Y, and finally Z."

Don't be afraid to ask questions if you did not understand something. Make sure to ask detailed questions about what you need to do before you start. If you start the task and questions arise, it is always better to ask someone for clarification rather than completing the task incorrectly.

When you finish, check your notes of the instructions, or the written instructions to make sure you did not miss anything.

Activity: Origami folding

Your facilitator will lead the class in an origami folding activity. This will give you a chance to practice clarifying instructions and checking your work.

### **Part D:**

Here is a list of steps you can use to help you follow instructions well.

1. Look at the person who is talking.
2. Actively listen: Try to listen intently, not just hear. You can pretend that there is going to be a quiz after the conversation. Visualize what is being said, repeat it in your head, or visualize yourself getting the task done.
3. Take notes: Instead of trying to remember everything, write it down.
4. If appropriate, you can repeat the instructions back to the speaker, to make sure you understood them fully.
5. Show that you understand. (Say, "I understand," "Okay," or "I'll do it.") Make sure you wait until the person is done talking before you do what is asked. It is usually best to answer, but sometimes nodding your head will be enough to show the person that you understand.
6. Ask questions: If you are even slightly unsure of what you are being asked to do, don't be afraid to question. Make sure the other person allows you the chance to find out all the needed details to move forward.
7. Before starting the task, make a checklist: Whenever there is a job that requires multiple steps, try organizing a to-do list. Check things off as you go to make sure you don't miss anything.
8. Then when you're done, be sure to review your work.
9. Check back with the person to let him or her know you have finished. This increases the chances that you will get credit for doing a job well. It also means that somebody else won't have time to mess it up before you check back.

Read and discuss the above list with your classmates. You can also copy the steps in your notebook.

### **Activity: Role Play**

In front of the class, two students role play being the manager and employee. The manager should give the employee instructions to do around the classroom (for

example, move three chairs to the front of the room, clean the whiteboard, jump five times, and then collect all the books.) The employee should follow the steps on the above list. The rest of the class can make sure the employee is following the steps and provide feedback and encouragement.

**Part E:**

Below are three scenarios. With a partner, read each scenario and analyze it. What should be done differently in each scenario?

**Scenario 1 :**

Sunita is nervous about an upcoming examination and this occupies her mind. As a result, when the teacher gives verbal instructions for an upcoming assignment, Sunita cannot hold all the instructions in her mind. For this reason, Sunita is not able to refer to the instructions later when completing the task.

What should Sunita do differently in this situation to better follow instructions?

**Scenario 2:**

Rahul reads the instructions for an assignment and then immediately begins to write the assignment, without planning out his work. As a result, he does not receive adequate marks on the assignment.

What should Rahul do differently in this situation to better follow instructions?

Parvati wrote down instructions for an assignment, but after completing the assignment, she did not review the instructions to ensure she followed them correctly before turning it in.

What should Parvati do in this situation to better follow instructions?

### Lesson 3: Unity: Avoiding and Dealing with Conflict (Part 1)

*Your facilitator will ask you to take turns reading the following text out loud in class. You will then be asked to discuss the questions as a group.*

- For communities to become truly united, we must avoid conflict.
- Conflict between community members leads to pain and separation.
- Conflict can take many forms. Examples include:
  - **Strife:** angrily disagreeing with others over fundamental issues
  - **Hostility:** being actively unfriendly towards or opposing others
  - **Estrangement:** no longer being friendly to others
  - **Apathy:** not caring about others

Avoiding conflict does not mean that we cannot have different ideas and opinions. We can have different ideas and opinions, learn from each other, and come to a greater common understanding. Avoiding conflict means avoiding personal conflict or *conflict between hearts*.



Discuss the following questions together:

1. What happens to a community when two or more members have a personal conflict?

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2. Why are estrangement and apathy especially harmful?

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*Now, please read the following two verses:*

**“Thoughts of war bring destruction to all harmony, well-being, restfulness, and content.”<sup>[16]</sup>**

**“Thoughts of love are constructive of brotherhood, peace, friendship, and happiness.”<sup>[17]</sup>**



3. What are some examples of “thoughts of war”? What about “thoughts of love”? [*Your facilitator will write the ideas of the class on the board*]

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Small group activity (3-4 persons): Please take turns reading the following passage about a conflict between leaders and members of a community about where to build a new market.

In the city of Rajkot, two community leaders, Poorvi and Nikhil, are having a discussion with five volunteers about where to build a new healthy foods market. The current plan is to build the market near the southeastern outskirts of Rajkot. The community leaders planned on this location because it was closer to the homes of the most regular and high paying customers. The increase in sales could provide substantial economic benefits to Rajkot.

During the discussion, the five volunteers have expressed that this plan makes it very difficult for the majority of residents to access the market because it is very far away from where they live and there are no nearby bus stops. In the city, few people have the means to travel long distances on a regular basis for healthy food and many rely on public transportation like buses to go from place to place. They suggested that the new market instead be built near the middle of the city where it could be reached by walking or bus.

As the conversation continues, the community leaders and volunteers begin to get frustrated with one another and begin to look down on the suggestions others are offering. Tensions begin to rise and it is unclear whether they can come to agreement about where to build the market. Hostility begins to take over the conversation.



*How would you and your group answer the below questions?*

1. What is the main issue that the community members are discussing?

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2. Who are the people involved in the story?

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3. Where do the community leaders want to build the market and what is their reasoning?

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4. Where do the volunteers want to build the market and what is their reasoning?

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5. Can you give examples of how kindness, love, and respect might be brought into the conversation by one or more of the community members? Could these qualities change the course of the conversation?

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6. Now perform a role play with 3-4 classmates. In the role play, act out the discussion about where to build the market, but this time have one or two actors show positive qualities that might help the group come to a harmonious decision.

## Lesson 4: Unity: Avoiding and Dealing with Conflict (Part 2)

1. Please discuss this question with a partner: How do you typically deal with conflict? (*please think of some concrete actions and write them down*)

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2. Reflect on the following quotations together with your class:

**“...concentrate all the thoughts of your heart on love and unity. When a thought of war comes, oppose it by a stronger thought of peace. A thought of hatred must be destroyed by a more powerful thought of love.”<sup>[18]</sup>**

**“If with a pure mind a person speaks or acts, happiness follows him like his never-departing shadow.”<sup>[19]</sup>**

**“Backbiting quench(es) the light of the heart and extinguish(es) the life of the soul.”<sup>[20]</sup>**

Discuss with the class: *How do the above three quotations help us to avoid conflict and disunity? Write insights from your discussion below.*

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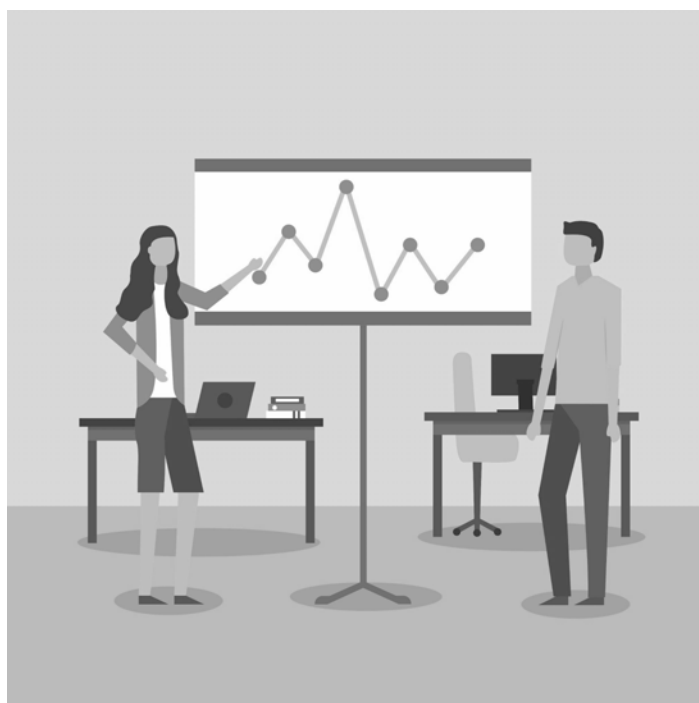
3. Small group activity (3-4 persons): *The following conversation is about two individuals having a disagreement at work. Please take turns reading the conversation in a small group.*

Priti and Ahmed work at a local technology company in Bengaluru. They have been asked by their supervisor to create a presentation and share it in two weeks.

In their first meeting, it quickly becomes clear that Priti and Ahmed have different approaches for creating presentations. Priti starts by saying: “I think it is very important for the presentation to provide detailed information. We should speak to the audience for at least 30 minutes.” Ahmed fires back in a harsh tone, “That is a bad idea! We should only share a few major details and present many images instead. The presentation should only last 10 minutes. Otherwise the audience will quickly become bored, and we will hurt our reputation.”

Neither Priti nor Ahmed are willing to change their opinions. After going back and forth for nearly one hour, they both leave the first meeting feeling frustrated. Later that day, Ahmed tells a close colleague how much he dislikes Priti’s ideas and how he wishes his supervisor would let Ahmed do the presentation on his own. Priti also talks to a friendly coworker, saying that Ahmed is being unreasonable.

Priti and Ahmed continue to meet several times during the week but are still unable to make good progress on their presentation. Outside of the meetings, they each continue to complain about the other. The more they complain, the more they feel reluctant to meet each other and the more the work on the presentation suffers. By the end of the week, Priti and Ahmed notice that some of their more friendly colleagues start avoiding them.





*Now discuss and answer the following four questions in your small group:*

1. Is either Priti or Ahmed necessarily right about how to create the presentation?

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2. How could Priti and Ahmed have acted differently in their first meeting? After the meeting?

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3. How could the coworkers have avoided engaging in backbiting about Priti and Ahmed?

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4. Priti and Ahmed still have one week to resolve their differences. What can they do to build unity and make sure they get their presentation done on time? What can they do to restore their coworkers' trust in them?

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## Lesson 5: Unity: Avoiding and Dealing with Conflict (Part 3)

1. Please read and reflect on the following quotations with your class:

**“Whenever you recognize the fault of another, think of yourself! What are my imperfections? -- and try to remove them. Do this whenever you are tried through the words or deeds of others. Thus you will grow, become more perfect. You will overcome self, you will not even have time to think of the faults of others....”<sup>[21]</sup>**

**“Easily seen is the fault of others, but one's own fault is difficult to see.”<sup>[22]</sup>**

Please discuss the below questions with a partner. Then share your observations with the class.

1. The above quotations suggest that it is not helpful to focus on other people’s faults. What might we look at instead if we want to build unity with others?

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2. What are some types of conflict that you face when you are interacting with family and friends? What might you be able to do to deal with these types of conflicts?

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3. What are some types of conflict that you may face in the workplace? What might you be able to do to deal with these conflicts?

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4. Matching Activity (do this with one other classmate): Conflict occurs in our daily lives. Please read the list of conflicts in the first column below. For each conflict, find an appropriate resolution in the second column.

<b>Conflicts</b>	<b>Resolutions</b>
<p>My friends are arguing with one another and I am stuck in the middle hearing them backbite about one another.</p>	<p>Instead of staying upset with the family member, you approach them after dinner and tell them how the comment made you feel. You forgive them because you know their intention was not harmful and because you value your family's unity.</p>
<p>Your boss has accidently made a mistake with your monthly paycheck. You get angry because you are not sure they will pay you what they owe you.</p>	<p>When you arrive at work, you decide to approach your colleague with kindness and ask if everything is alright. Then you ask if they would like to ride the bus together on another day.</p>
<p>Your brother agreed to wash the dishes after family dinner but after the meal walked away without helping. You become very unhappy with him.</p>	<p>Ask your friends to come together to have a discussion about what they are disagreeing on and brainstorm ways to heal, apologize and forgive.</p>
<p>At dinner one evening, your family is having a discussion and someone makes a comment that you find personally hurtful. You become very hurt and decide to ignore that person for the rest of the evening.</p>	<p>After dinner as your brother is walking away, you kindly remind him that he promised he would do the dishes. Out of love, you offer a helping hand too.</p>
<p>You ask one of your co-workers if they want to ride the bus with you on the way to work tomorrow. The next morning, your co-worker does not show up. You ride the bus alone to work and become upset.</p>	<p>You meet with your boss to have a conversation about the error. With kindness and respect you ask about the mistake and how it could be fixed.</p>

## Lesson 6: The Relationship between Unity and Truth

*Please read the following text out loud as a class and discuss the questions below.*

To achieve unity, we have to be full of truth. Truthfulness in our thoughts, words, actions, and relationships is essential for the unity of our communities.

To see why truthfulness is important, read the following words from Mahatma Gandhi:

**“...for me, truth is the sovereign principle, which includes numerous other principles. This truth is not only truthfulness in word, but truthfulness in thought also, and not only the relative truth of our conception, but the Absolute Truth...**

**...The seeker after truth should be humbler than the dust...the seeker after truth should so humble himself that even the dust could crush him. Only then, and not till then, will he have a glimpse of truth.”<sup>[23]</sup>**



In the above passage, Gandhi says that he is searching for the Truth but does not fully understand it. In a later passage, he says that any person who is seeking Truth must be humbler than dust.

### Exercises:

1. In everyday situations, do we ever completely know the truth? Why or why not?

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2. What kind of qualities should a seeker of truth possess?

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Now, please read the below passage about unity and truth from a book called *Arising to Serve*:

*We must be lovers of light no matter from what lamp it appears. We must be lovers of the rose no matter in what garden it blooms. We must be seekers of truth no matter from what source it comes. Attachment to one lamp can prevent us from appreciating the light when it shines in another... We must abandon prejudice and **outmoded** traditions if we are to succeed in finding the truth. There is a difference between **dogma, superstition,** and prejudice on the one hand and truth on the other.*

*In seeking the truth, we must free ourselves of all our opinions and **preconceived ideas**. We must give up our prejudices and **trivial notions**. An open **receptive** mind is needed. If our cup is full of self, there is no room in it for the water of life. The fact that we think we are right and everyone else wrong is the greatest **obstacle** in the path to unity. And unity is necessary if we are to reach the truth, for truth is one.<sup>[24]</sup>*



Exercises:

1. Can you describe the above image of the lamp and the light in your own words? What does the image have to do with seeking truth? What does it have to do with prejudice and superstition?

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2. According to the above passage, what do we need to do when seeking the truth? Can you give some examples?

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3. What is the relationship between truth and unity? How does each lead to the other?

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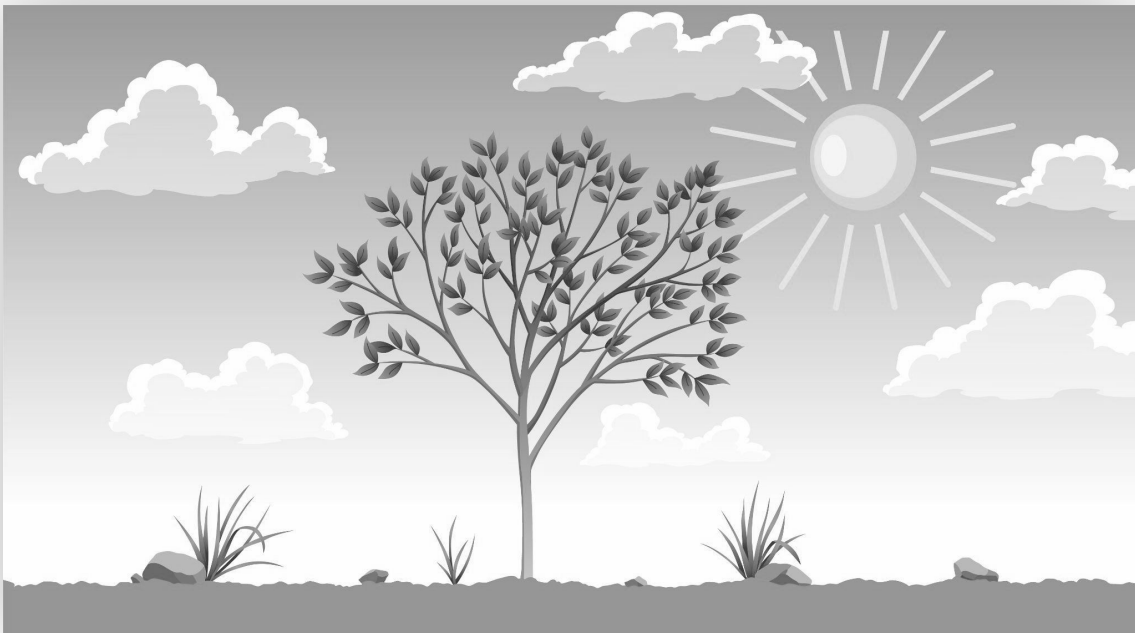
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## Lesson 7: Unity is a Cause of Strength

*Please read the following story from Aesop on your own:*<sup>[25]</sup>

A certain Father had a family of Sons, who were forever arguing among themselves. No words he could say did the least good, so he looked for an example that would make them see that conflict would lead them to misfortune.

One day when the arguing had been much more violent than usual, he asked one of them to bring him a bundle of sticks. Then handing the bundle to each of his Sons in turn he told them to try to break it. But although each one tried his best, none was able to do so.

The Father then separated the bundle and gave the sticks to his Sons to break one by one. This they did very easily.

“My Sons,” said the Father, “do you not see how certain it is that if you agree with each other and help each other, it will be impossible for your enemies to injure you? But if you are divided among yourselves, you will be no stronger than a single stick in that bundle.”

### **Exercises: Discuss the following three questions with a partner.**

1. What is the main lesson of the story?

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2. Please share an example of where unity led to greater strength in your family.

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3. What would society be like if it were united? Would it benefit the individual? Please explain your thoughts.

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The previous story and discussion can give us added confidence that individuals can achieve much more when they work shoulder to shoulder with others. To build better communities and societies then, it seems we need to learn to work together.

*Class Discussion: What would you say to someone that said the following statement: “Our community will never overcome its obstacles. There are too many problems.”*

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We can also realize that we do not “achieve” unity once-and-for-all. Rather, we have to constantly strive to work together to reach higher and higher levels of unity, especially as circumstances change.

*Class Discussion: What would you say to someone that said this: “If only we could get everyone to agree on the right way to do things once-and-for-all, we could make great progress.”*

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Now, read the following verse from Baha'u'llah about the purpose of a human being:

**“That one indeed is a man who, today, dedicate(s) himself to the service of the entire human race.”<sup>[26]</sup>**

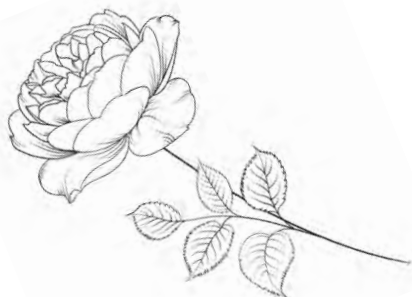
Please complete the exercises below with a partner and discuss your answers with the class.

1. Which of the below statements do you think best describe a true human being? (**yes or no**)

- Someone who focuses primarily on their own needs first before helping others \_\_\_\_\_
- Someone who thinks of others' needs before their own \_\_\_\_\_
  
- Someone who is kind and patient when other people act poorly \_\_\_\_\_
- Someone who waits for others to be kind before he will be kind to them \_\_\_\_\_
  
- Someone who does service occasionally when he or she has time \_\_\_\_\_
- Someone who integrates service for others into their daily life, study, and work \_\_\_\_\_

2. Would you label the following statements **true or false**?

- An enlightened human being wants to control others. \_\_\_\_\_
- Caring about everyone, no matter who they are, is what makes us human. \_\_\_\_\_
- Human society should be a place where service to all human beings is more important than competition. \_\_\_\_\_



## Lesson 8: Consultation

*Read the below text together as a class. Then discuss the questions together.*

In order to build unity in our communities, we must learn the art of consultation. Consultation is an approach for group decision-making. Through consultation, a group not only makes collective decisions but also establishes a way forward for collective action.

If done well, consultation can lead to increased awakening, awareness, and understanding. It is a lamp of guidance that lights the way for the group to move forward. Consultation ultimately increases the well-being and welfare of the group.<sup>[27]</sup>

*Discussion questions:*

1. How does the above text describe “consultation”?

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2. According to the above text, what are some of the benefits of consultation?

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The above statements mention that the act of consultation can benefit a community and its members. But what does effective consultation look like? What are its main steps? When we consult, we can:

- turn our hearts towards the truth and search for it
- express our views with courtesy, dignity, care and moderation
- allow others to express their views, with freedom
- weigh all views and opinions with calm and composure
- carefully consider other people’s views before expressing our own
- accept another view if it is more worthy than our own
- vote if differences arise – and submit to the decision of the majority
- create an atmosphere of fellowship, unity, and love

*Discussion Questions:*

1. According to the above points, how might we express our views during consultation?

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2. According to the above points, how might we treat others' views during consultation?

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3. What can we do to help others who feel shy or anxious about expressing themselves in group consultation spaces?

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4. If a group consults harmoniously, will it always be necessary to vote on a decision?

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It seems that certain kinds of behaviors would best be avoided during consultation. We might avoid:

- insisting on our own opinions
- belittling (“looking down on”) the ideas of others
- manipulating others
- dominating conversations
- feeling superior to others
- criticizing decisions that were made by the group, inside or outside of meetings

*Discussion Questions:*

1. Why do you think we sometimes insist on our own opinions?

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2. Why do you think we sometimes belittle (put down) the ideas of others?

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3. How would the consultation be affected if we insist on opinions or belittle the ideas of others?

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4. Say there is a group of five members. The group consults and makes a decision together. If two of the members later openly criticize the decision, why might that be harmful?

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5. If a group finds out that a decision was wrong, can it consult again and make another decision? Discuss what the second consultation might look like if the group maintained its unity instead of getting upset by the first decision.

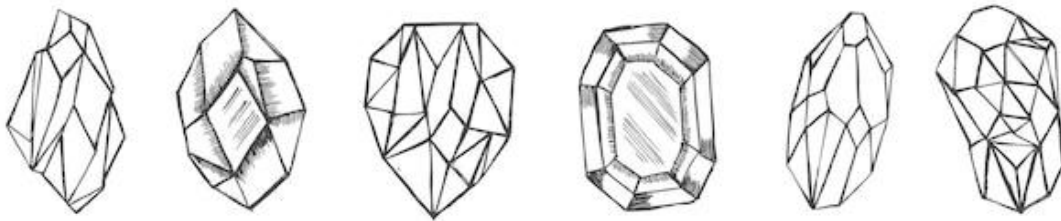
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Consultation is not just a set of rules and procedures. Rather, the kinds of qualities that we bring to a consultation can be critical. Here is a list of important qualities that we can show during consultation:

- love and a desire to promote unity
- pure intentions
- humility
- patience
- a mindset of service
- being open-minded
- having a sense of justice
- detachment (*avoiding being negatively affected by others' opinions or wanting a certain outcome too much*).



### Exercises

1. Based on the above passage, please fill in the sentences below about the kinds of qualities we need for effective consultation:

- A desire to promote unity is important because \_\_\_\_\_
- Pure intentions are important because \_\_\_\_\_
- Humility is important because \_\_\_\_\_
- Patience is important because \_\_\_\_\_
- A mindset of service is important because \_\_\_\_\_
- Being open-minded is important because \_\_\_\_\_
- Having a sense of justice is important because \_\_\_\_\_
- Detachment is important because \_\_\_\_\_

2. Please read and discuss the main ideas of the following passage with your class.

It is important to remember that the authority to make decisions is not always equally shared in every situation. At work, for example, a supervisor has the authority to make decisions. Nonetheless, it is very important to show the qualities of consultation in such situations. That is, it is important to listen to ideas respectfully, share our thoughts with tact, patience, and humility, and not expect or insist on a particular outcome.



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3. Now, act out the following two scenarios in a small group (3-4 classmates):

**Scenario A:** Create a scenario that shows what consultation would look like if each of you thought that your view was the only way forward, did not listen to others, and openly criticized others.

**Scenario B:** Make up a scenario that shows what consultation would look like if you each had different opinions but were all also committed to maintaining friendship and unity.



## **Unit 3**

### Unity in Society



## **Purpose**

1. To recognize that individuals and the community are affected by social forces.
2. To develop a vision of society in which unity and justice, and not competition and conflict, are our focus.
3. To reconsider the concept of power and understand how we might each have access to nearly limitless power.
4. To understand that there are both constructive and negative forces in society, and that we can be full of hope in aligning ourselves with the constructive ones.



## Lesson 1: The Individual, the Community, and Society

*Please read and reflect on the following two paragraphs with the help of your facilitator:*

So far, we have learned about two major dimensions associated with the promotion of unity. The first is recognizing the true nature of a human being and treating individuals according to their inward characteristics. The second is developing qualities, attitudes, and behaviors, as well as practicing skills, that contribute to unity in our communities.

In this third and final unit, we turn our attention to the idea of **unity in society**. The idea of unity in society may seem far removed from what is happening in our daily lives. However, it is not difficult to see that individuals and communities are affected everyday by what is happening in the larger society. And although it may at first seem hard to believe, individuals and communities can play important roles in contributing to the transformation of society.

To help us further reflect on the above ideas, read the quotation below. Answer the questions that follow with a partner.

**“We cannot segregate the human heart from the environment outside us and say that once one of these is reformed everything will be improved. Man is organic with the world. His inner life moulds the environment and is itself also deeply affected by it. The one acts upon the other and every abiding change in the life of man is the result of these mutual reactions.”<sup>[28]</sup>**



Discuss:

1. What happens to the mood of a happy person walking into a room of sad people? What happens to the mood of the sad people?

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2. What happens to the mood of a sad person walking into a room of happy people? What happens to the mood of the happy people?

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3. Would the problem of poverty be solved if rich people became more generous? What else might be needed?

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*Now go deeper into the meaning of the quotation with the class. You and the class may wish to consider the following aspects of the quotation:*

*(a) the meaning of the phrase “man is organic with the world”*

*(b) why things do not improve if we just change the individual heart*

*(c) why things do not improve if we just change the community environment*

*Of course, feel free to share other meaningful insights you come up with as well.*

## Lesson 2: A Vision for Society

*Please read and reflect on the following passage with the help of your facilitator:*

Every culture anticipates a day in which humanity will have unity and peace. For example, more than two thousand years ago, philosophers in China predicted a “world of grand unity” (*Datong Shijie*). Great thinkers in India looked forward to the day in which we could realize “the world is one family” (*Vasudhaiva Kutumbakam*). And the great prophets of Israel foresaw a day in which “nation shall not lift up sword against nation, neither shall they learn war anymore (Isaiah 2:4).”

Even though all people hope for peace and unity, various aspects of everyday life in our society do not seem to accord with these aspirations. To take a few examples:

- We face excessive competition in our educational and career paths
- We observe deep and persistent inequalities in wealth and economic opportunity
- We often see that women are not treated fairly compared to men
- We frequently see that the rich and beautiful are given preferential treatment in society at large

1. Can you list some other examples that you see in your daily life?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

In all of the above examples, conflict and competition are common, and society is like a jungle in which **survival of the fittest** is the operating principle. Yet conflict and competition in these forms are not **compatible** with the ideas of unity and oneness that we say we believe in. This brings our attention to a **paralyzing contradiction** in human life. On the one hand, we all believe in unity and want to have peace with each other. On the other hand, we tend to **passively** accept conflict and competition as being natural and unavoidable aspects of life.



2. Before proceeding, let us reflect on the following questions together. Does society have to be organized around the idea of conflict and competition? Are conflict and competition necessary for people to survive and advance? Can society instead be organized around other concepts such as cooperation, mutual support, reciprocity and the pursuit of excellence?

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A natural tendency is for us to push back against the negative forces of conflict and competition whenever and wherever they occur. However, pushing back against various instances of conflict, one by one, can be exhausting. And rather than contributing to unity and peace, pushing back often creates further conflict. How then can we avoid pushing back against conflict and instead work towards unity?

A first helpful step towards a harmonious world is to find a more positive **vision** of society—a vision that we can all agree on and work towards together. Instead of seeing society as a jungle in which survival of the fittest determines who succeeds and who fails, we might instead think of society like a human body.

To help envision how we might think of society as a human body, read the below passage:

*Ideally, human society would be organized like the human body. As long as the different parts of the body—its cells, tissues, and organs—are coordinated and cooperating in harmony, it is healthy in the fullest degree. When the different parts of the body lack coordination and harmony, it experiences disease and death. Similarly, when the relationships among individuals, communities, and institutions in human society have coordination and harmony, society thrives. Lacking coordination and harmony, society starts to come apart and fail.*



3. Reflecting on the parallels between the human body and human society, please answer the questions below:

- a. Does each cell of the body have its own capabilities and powers? What about each individual in society?

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- b. When does a cell live and thrive the most – when it is part of the body or separate from it? Is the relationship similar for the individual and society? Why?

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- c. How can the uniqueness and diversity of individuals contribute to the well-being of society as a whole?

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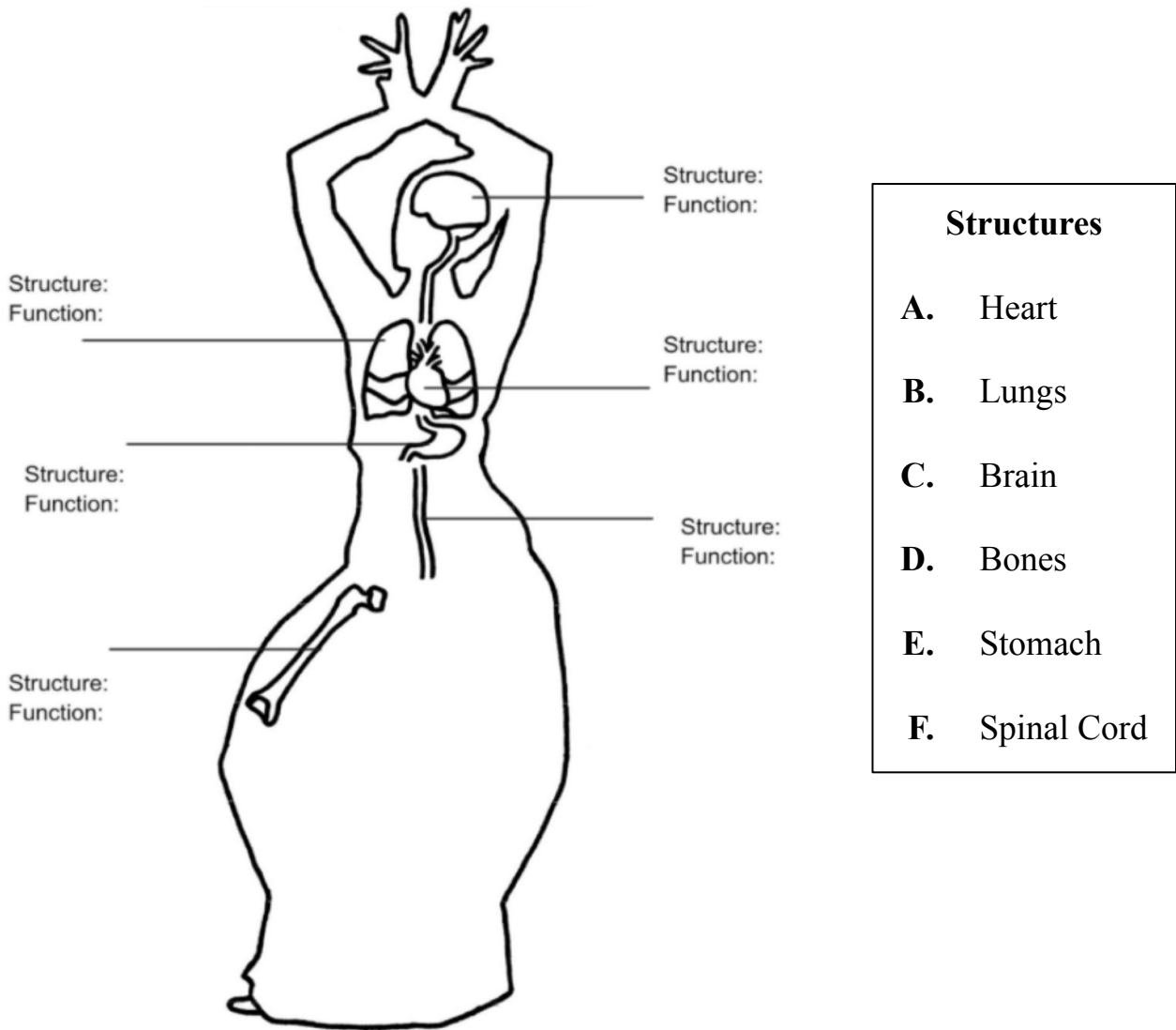
- d. Please discuss in your class how holding the vision of society as a human body can help us, as individuals, avoid and overcome conflict.

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**Matching Activity:** Different body structures have different functions. In the following image of a person dancing, match the various body structures to their corresponding functions.



- | Structures |             |
|------------|-------------|
| A.         | Heart       |
| B.         | Lungs       |
| C.         | Brain       |
| D.         | Bones       |
| E.         | Stomach     |
| F.         | Spinal Cord |

### Functions

- Allow for the intake of oxygen and release of carbon dioxide during the dance.
- Coordinate movements, keep balance, and process music during the dance.
- Pump blood throughout the body, bringing oxygen and nutrients to the cells during the dance.
- Digest food, making nutrients and energy available for cells during the dance.
- While moving, support the body structurally and protect vital organs.
- Send information from the brain to the muscles, allowing dance moves to be executed.

### Lesson 3: Unity and Justice

*Justice is necessary to create unity in society. The following lesson will help us explore the relationship between justice and unity in more depth.*

***Justice and the Individual:*** Each of us possess the quality of **justice**. Justice helps us see with our own eyes and not through the eyes of others. It helps us see what is real without having to depend on the opinions of others. With justice, we are fair-minded in our judgments and treat others with equity. Practicing justice—that is, taking individual responsibility for seeing and understanding reality—requires constant effort.

Discuss the following questions:

1. Based on the above passage, what does justice mean for the individual?

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2. Do you think we should believe whatever we see in the media? Why or why not?

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3. Do you think we should trust news shared on social media from friends and family? Why or why not?

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***Justice and the Collective:*** Justice not only works at the individual level but also at the group or collective level. When justice exists in a community or in a society, everyone has fair opportunities to progress and prosper, and everyone trusts that they will be protected by fair rules and standards.

Justice also helps us think about how the interests of the individual and group are connected. It encourages us to create an environment in which everyone can share their thoughts and make appropriate decisions together harmoniously. In this way, justice can help us achieve unity in thought and in action.

By justice, we do not mean being overly strict or severe towards others. Rather *the purpose of justice is to build and maintain unity*. As such, justice is only effective when we combine it with other qualities such as understanding, forgiveness, and patience.

Discuss the following questions:

1. How do you think justice operates at the group level?

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2. What does the above text say is the purpose of justice? Do you think the purpose of justice is to punish others or is it something more?

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3. Why might justice be more effective when it is combined with other qualities such as understanding and forgiveness? Can you give an example of this from your own life?

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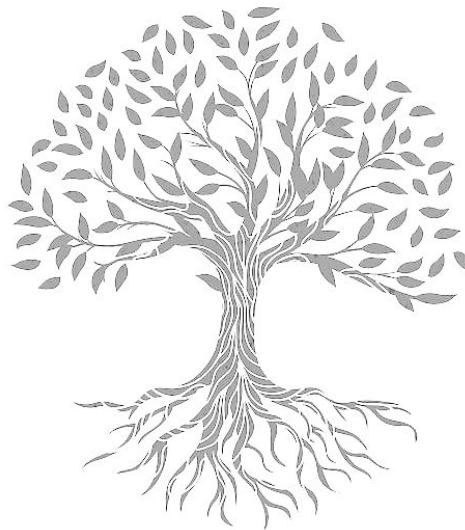
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***Justice and Relationships:*** When greater justice characterizes the relationships in a society that society can become more harmonious and prosperous. Many different types of relationships in society appear to require justice. Here are a few examples:

- The relationship between individual friends or acquaintances
- The relationship between family members
- The relationship between an individual and their community
- The relationship between an individual and their government institutions
- The relationship between a community and its institutions
- The relationship between an individual and their natural environment



You may wish to discuss the following question with a partner and share your thoughts with the class:

1. What do **just** relationships in a family look like? You may wish to think about the roles of, and relationships between, the mother, father, husband, wife, son, daughter, grandparents, and so on.

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Please go over the below exercise with a partner and share your work with the class:

2. Draw a map of the different kinds of relationships that exist in a workplace (for example, between employees, managers, clients, subordinates, owners). Discuss what just and fair relationships might look like between these different people in the workplace.

## Lesson 4: The Role of Power in Building Unity

In our efforts to use justice to build stronger relationships and greater unity, we have to rethink the idea of **power**. In society, **power** is typically believed to operate in one of three ways:

- A person with more authority or wealth **forces** someone with less authority and wealth to do something.
- A person with more authority or wealth **takes away the choices** of someone with less authority or wealth.
- Those with authority and wealth **use the media or other aspects of culture to manipulate** how others think and behave.

Exercise #1: Please write down an example of each of the three types of power in the space below:

*[Share your examples with the class.]*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

The above three types of power frequently involve **conflict** and **domination** with accompanying ideas of contention, division, and superiority.

*However, power does not have to be based on conflict and domination.*

There are powers of the **human spirit** that each of us have and that we can use in our daily lives. The powers of the human spirit include the powers of pure deeds, friendship, love, kindness, humility, honesty, and many others. If we think about it for a while, we see that some of the greatest heroes of history—Gandhi, Martin Luther King, Mother Teresa, Malala, Nelson Mandela, and others—used these kinds of power to build unity even when they met tremendous difficulties.

Exercise #2: Which of the following actions would you associate positively with power? Which of the actions would you associate negatively with power? Write a P (positive) or N (negative) next to the power-related action words below:

\_\_\_\_ To transform

\_\_\_\_ To manipulate

\_\_\_\_ To dominate

\_\_\_\_ To release

\_\_\_\_ To encourage

\_\_\_\_ To discourage

\_\_\_\_ To channel

\_\_\_\_ To block

\_\_\_\_ To force

\_\_\_\_ To guide

\_\_\_\_ To oppress

\_\_\_\_ To enable

\_\_\_\_ To unify

\_\_\_\_ To divide

Exercise #3: Reflect on the positive and negative action words above. In general, which types of actions do you think are limited in their power? Which are unlimited? Please explain your thinking.

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Exercise #4: Explain why some of the above actions **empower** others (and empower you)?

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Exercise #5: You may find it helpful to act out a scene in which you are at work (or at school) and your manager (or teacher) gets upset with you for doing a task poorly. In the scene, show you can use power in a positive way to overcome conflict and improve your relationship.

Exercise #6: Now, act out a scene in which your family gets upset with you because they think you are going out too much. In the scene, use your powers in a positive way to bring unity to the situation.

## Lesson 5: The Equality of Women and Men

*Read the below passage on your own.*

If we are to make progress towards unity, it may be helpful to reflect on the central role that the equality of women and men plays in our collective prosperity.<sup>[29]</sup>

One place to start may be to realize that: *women and men are, and have always been, equal*. Although historically women have lagged behind men, this is because men have had greater opportunities to progress and succeed than women. If we look carefully, we see that social, economic, and political systems and structures have been imbalanced in favor of men over women.

Even today, we see many examples of how women do not have equal chances to progress and succeed. Women do not have equal access to education. Women face unequal relationships in the family. There are harmful practices towards women in the workplace.

As we have discussed before, all humans – all of us – are rational, intellectual, moral, and spiritual beings. No one person is better than another. As such, we have to address and overcome negative social expressions towards women in society.

The habits that govern our relationships with the world are largely formed within the family. The tendencies to be unjust or just, to act violently or with kindness, to be dishonest or trustworthy, are usually developed at home. These habits are then taken into every instance of social interaction, becoming either obstacles or stepping stones to progress, tearing apart or weaving together the very fabric of society.

- For example, if brothers are allowed to dominate their sisters, a habit is formed that will be carried from the living room to the classroom, the workplace and finally, the international arena.
- By contrast, when daughters are included in decision-making processes, when sons are encouraged to care for the household, positive habits are developed. Children learn that the intellectual powers of both boys and girls are vital and that the nurturing qualities for which women are known are equally praiseworthy when demonstrated by men.<sup>[30]</sup>

Exercises:

1. You may find it helpful to read and memorize the following quotation with a partner:

*“The world of humanity has two wings—one is women and the other men... Not until both wings are equally developed can the bird fly. Should one wing remain weak, flight is impossible.”<sup>[31]</sup>*

2. Please use the above quotation to create an artistic representation of the bird of humanity with its two wings, women and men. Share your art and reflections with the class.

3. Please discuss the following (a through d) with two other classmates:

a. Please give some examples of gender inequality in our society.

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b. How does discrimination against women limit the ability of all of us to develop to our full potential?

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c. How can men support the achievement of gender equality?

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d. How is the equality of men and women connected to human happiness?

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4. At the end of class, go to the computer and watch this video from the UN Secretary-General António Guterres on gender equality: <https://www.youtube.com/watch?v=Vz22dfw9NsE>

## Lesson 6: Unity and Hope

If we look from the perspective of history, humanity has steadily achieved greater levels of unity: unity in the family, the tribe, the clan, the city-state, and the nation. Each stage of unity has released new capacities in human beings and in society.

Still, it may seem difficult to achieve unity in our diverse, complex world today. In this regard, it may help to us to remember that humanity has made great progress in many areas in the last two hundred years. Increasing levels of equality between people of different backgrounds and monumental advances in science are just two examples. If we can end slavery and go to the moon, are unity and peace really impossible to achieve?

***Class Exercise #1:*** *Can you think of examples from history in which the actions of a relatively small group of individuals changed society? Please list examples below:*

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While striving to build unity in today's complex world, we also have to be aware of the constant influence of negative (destructive) and positive (constructive) social forces. Destructive forces such as pandemics and climate change are tragic and hard to bear but also remove obstacles to unity. Constructive forces, on the other hand, actively help us to achieve greater unity. One of the most constructive forces that we should keep in mind is that for the first time in history, people from different nations and backgrounds are beginning to see humanity as one race and the earth as one common home.

***Class Exercise #2:*** Please list and discuss destructive and constructive forces you see in society today:

**Destructive**

**Constructive**

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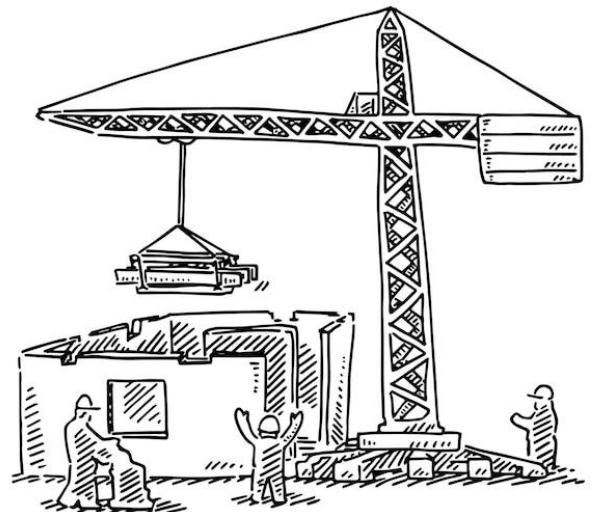
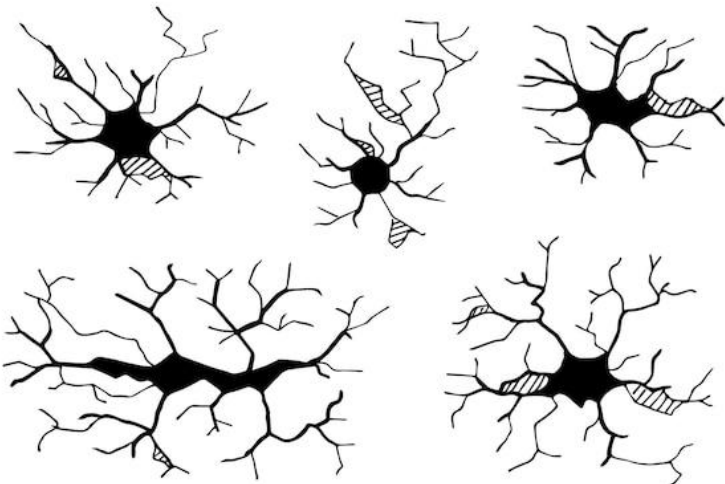
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We can be confident that, as more of us work for unity, society changes. The power of pure deeds, kind words and actions, and sincere friendship changes the world around us.

***Class Exercise #3:*** *As a last exercise, it may be helpful to reflect with the class on how an individual's pure and goodly deeds, no matter how small, can make society better.*

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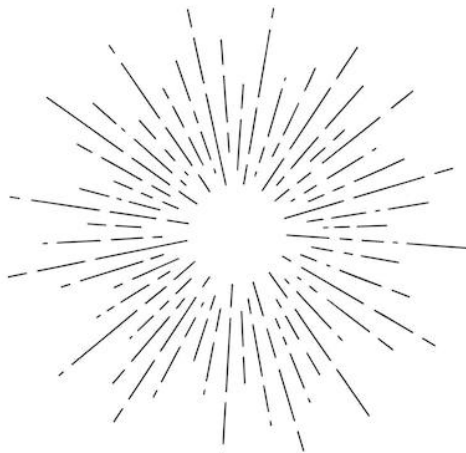
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*You may wish to end these lessons on unity by memorizing the following quotation. We hope that by remembering it, you will find the necessary joy, strength, and perseverance to build greater unity in your life, community, and society.*

**“If you desire with all your heart, friendship with every race on earth, your thought, spiritual and positive, will spread; it will become the desire of others, growing stronger and stronger, until it reaches the minds of all men.”<sup>[32]</sup>**



## References

<sup>1</sup> *Gleanings From the Writings of Bahá'u'lláh.*

<sup>2</sup> Ibid.

<sup>3</sup> <https://humanorigins.si.edu/multimedia/videos/one-species-living-worldwide>. Downloaded 8.22.2021 at 3:47pm.

<sup>4</sup> *The Holy Bible* (King James Version), Genesis 26.

<sup>5</sup> *The Bhagavad-Gita* translated by Eknath Easwaran (2007).

<sup>6</sup> *Hadith Qudsi*

<sup>7</sup> Adapted from Saiedi, N. (2011). *The Birth of the Human Being: Beyond Religious Traditionalism and Materialist Modernity.*

<sup>8</sup> Ibid.

<sup>9</sup> Ibid.

<sup>10</sup> Ibid.

<sup>11</sup> Based on (adapted from) a quotation from *Selections of the Writings of Abdu'l-Baha.*

<sup>12</sup> From "Unity in Diversity in India" by [Rucha](#).

<sup>13</sup> Adapted from Chapter 14 of "Education" by FUNDAEC.

<sup>14</sup> Abdu'l-Baha, *Paris Talks.*

<sup>15</sup> Original version printed in 1982 in the book, "The Sacred Tree" by the Four Worlds Development Project . Adapted and reprinted in the "Inter-Tribal Times" October 1994.

<sup>16</sup> *Paris Talks.*

<sup>17</sup> Ibid.

<sup>18</sup> Ibid.

<sup>19</sup> "Yamakavagga: Pairs" (Dhp I), translated from the Pali by Acharya Buddharakkhita. Access to Insight (BCBS Edition), 30 November 2013, <http://www.accesstoinsight.org/tipitaka/kn/dhp/dhp.01.budd.html>.

<sup>20</sup> *Gleanings From the Writings of Bahá'u'lláh.*

<sup>21</sup> *Star of the West', Volume 8, No. 10, p 138.*

<sup>22</sup> "Malavagga: Impurity" (Dhp XVIII), translated from the Pali by Acharya Buddharakkhita. Access to Insight (BCBS Edition), 30 November 2013, <http://www.accesstoinsight.org/tipitaka/kn/dhp/dhp.18.budd.html>.

<sup>23</sup> From the *Autobiography of Mahatma Gandhi*, Introduction.

<sup>24</sup> *Arising to Serve*, available at [www.ruhi.org](http://www.ruhi.org).

<sup>25</sup> *Aesop's Fables*, available at <http://read.gov/aesop/040.html>.

<sup>26</sup> *Gleanings From the Writings of Bahá'u'lláh.*

<sup>27</sup> This Lesson draws on ideas from Chapter 2 of Building Vibrant Communities from the Ruhi Institute.

<sup>28</sup> Letter written on behalf of Shoghi Effendi, 17 February 1933, Compilation on Social and Economic Development, p. 4.

<sup>29</sup> Adapted from: [https://www.bic.org/sites/default/files/pdf/csw\\_61statement\\_2017.pdf](https://www.bic.org/sites/default/files/pdf/csw_61statement_2017.pdf)

<sup>30</sup> Ibid.

<sup>31</sup> Abdu'l-Baha, *Foundations of World Unity*, pp. 29-30.

<sup>32</sup> *Paris Talks.*

## Notes and Reflections

## Notes and Reflections



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# Lesson 186

## Google Maps

**Use Google Maps** to search for as many answers as you can in the Scavenger Hunt:

- How far is Taj Mahal from your current location? \_\_\_\_\_
- How long does it take to go from New Delhi Railway Station to India Gate by car?
  - By auto? \_\_\_\_\_
  - By train? \_\_\_\_\_
- What is the name of a hotel in Jaipur? \_\_\_\_\_
  - What is it rated? \_\_\_\_\_
  - What is their website? \_\_\_\_\_
- What is the name of a restaurant in Lucknow?
  - What is their phone number? \_\_\_\_\_
  - What is one dish on their menu? \_\_\_\_\_
- What is the name of a gas station near your current location? \_\_\_\_\_
  - What time are they open? \_\_\_\_\_
- Can you find a satellite view of the FEA classroom? (*show facilitator*)
  - Can you find a street view?



# Lesson 187 B

## Making Comparisons

A. Use the word in a sentence to compare the animals.

Which one is...?



faster



more dangerous



smarter

Source all images: Wikimedia Commons

# Lesson 187 A

## Practice Time

Work in pairs. Together, draw the following spreadsheet on an excel sheet.

### Marksheet in Excel

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Xlth Standard												
2	Sr. No.	Division	Roll No	Name	Accountancy	English	Maths	Economics	Business Studies	Total	Average	Grade	Result
3	1	A	1	Akhilesh	97	36	47	13	34	227	45	B	ER
4	2	A	2	Ruchi	69	85	86	51	53	344	69	B+	PASSED
5	3	A	3	Bhawna	19	72	41	53	40	225	45	B	ER
6	4	A	4	Isha	76	68	46	11	22	223	45	B	ER
7	5	A	5	Chetan	55	31	56	99	93	334	67	B+	ER
8	6	A	6	Neeti	84	57	68	30	31	270	54	B	ER
9	7	A	7	Chanchal	18	46	51	63	22	200	40	B	FAILED
10	8	A	8	Preeti	93	93	31	93	20	330	66	B+	ER
11	9	A	9	Richa	33	89	55	46	69	292	58	B	PASSED
12	10	A	10	Manish	21	27	84	82	96	310	62	B+	ER
13	11	A	11	Karun	13	48	27	26	38	152	30	F	FAILED
14	12	A	12	Madhur	85	74	26	53	84	322	64	B+	ER
15	13	A	13	Nitesh	28	31	27	77	17	180	36	B	FAILED

# Lesson 187 B

## Following Instructions Well

### **Part A:**

Your ability to follow instructions will affect your success in studies, workplace and life. Following instructions in school enables you to learn effectively, do well on tests and achieve higher marks/grades. In the workplace, understanding and taking instructions is essential for being an effective worker and taking on more workplace responsibilities. Following medical instructions is important for your health, and in emergency situations, instructions can be a matter of life or death.

1. Write down a list of situations where following instructions will help you succeed.

### **Part B:**

Following instructions well is much more than carefully reading or listening to verbal instructions.

2. What are some of the steps involved when you are trying to follow instructions? Write them down in your notebook.

Based on the above discussion, remember that following instructions well is something that you need to learn.

### **Part C:**

You can strengthen your ability to understand and follow instructions. In this lesson, we will discuss three aspects of this ability.

#### **Active Listening**

In other lessons we have learned the skill of active listening. Active listening is different from just hearing.

Activity: Simon Says

Your facilitator will lead the class in a game of Simon Says.

As you saw from the activity, when you actively listen, you better understand what you need to do. It may help to pretend that there will be an exam after the conversation. You can visualize the steps that are being described, repeat them in your head, or visualize yourself doing the tasks.

#### **Remembering and recording**

Sometimes you will receive written instructions, but often instructions will be given verbally. Whenever possible you should take notes. What differentiates successful people is taking good written notes; it shows that you are prepared, organized and want to do the job correctly.

Activity: Learn a recipe

Divide into pairs. Your partner will describe how to make his or her favorite dish. You should listen carefully to the steps and write them down in your notebook. If you like, you can try making the recipe at home. Then switch roles.

## **Checking your understanding**

To make sure you understand the instructions, you can repeat them back to the speaker. You can say: "I'd like to make sure I am understanding the instructions correctly. I will do X, and then Y, and finally Z."

Don't be afraid to ask questions if you did not understand something. Make sure to ask detailed questions about what you need to do before you start. If you start the task and questions arise, it is always better to ask someone for clarification rather than completing the task incorrectly.

When you finish, check your notes of the instructions, or the written instructions to make sure you did not miss anything.

Activity: Origami folding

Your facilitator will lead the class in an origami folding activity. This will give you a chance to practice clarifying instructions and checking your work.

### **Part D:**

Here is a list of steps you can use to help you follow instructions well.

1. Look at the person who is talking.
2. Actively listen: Try to listen intently, not just hear. You can pretend that there is going to be a quiz after the conversation. Visualize what is being said, repeat it in your head, or visualize yourself getting the task done.
3. Take notes: Instead of trying to remember everything, write it down.
4. If appropriate, you can repeat the instructions back to the speaker, to make sure you understood them fully.
5. Show that you understand. (Say, "I understand," "Okay," or "I'll do it.") Make sure you wait until the person is done talking before you do what is asked. It is usually best to answer, but sometimes nodding your head will be enough to show the person that you understand.
6. Ask questions: If you are even slightly unsure of what you are being asked to do, don't be afraid to question. Make sure the other person allows you the chance to find out all the needed details to move forward.
7. Before starting the task, make a checklist: Whenever there is a job that requires multiple steps, try organizing a to-do list. Check things off as you go to make sure you don't miss anything.
8. Then when you're done, be sure to review your work.
9. Check back with the person to let him or her know you have finished. This increases the chances that you will get credit for doing a job well. It also means that somebody else won't have time to mess it up before you check back.

Read and discuss the above list with your classmates. You can also copy the steps in your notebook.

### **Activity: Role Play**

In front of the class, two students role play being the manager and employee. The manager should give the employee instructions to do around the classroom (for

example, move three chairs to the front of the room, clean the whiteboard, jump five times, and then collect all the books.) The employee should follow the steps on the above list. The rest of the class can make sure the employee is following the steps and provide feedback and encouragement.

**Part E:**

Below are three scenarios. With a partner, read each scenario and analyze it. What should be done differently in each scenario?

**Scenario 1 :**

Sunita is nervous about an upcoming examination and this occupies her mind. As a result, when the teacher gives verbal instructions for an upcoming assignment, Sunita cannot hold all the instructions in her mind. For this reason, Sunita is not able to refer to the instructions later when completing the task.

What should Sunita do differently in this situation to better follow instructions?

**Scenario 2:**

Rahul reads the instructions for an assignment and then immediately begins to write the assignment, without planning out his work. As a result, he does not receive adequate marks on the assignment.

What should Rahul do differently in this situation to better follow instructions?

Parvati wrote down instructions for an assignment, but after completing the assignment, she did not review the instructions to ensure she followed them correctly before turning it in.

What should Parvati do in this situation to better follow instructions?

## Lesson 189

### Superstitions

**A. Read and discuss** the following article:

In the 1970s, Khushwant Singh was the editor of the Illustrated Weekly, which was at that time India's number one news magazine. His astrologer who wrote the zodiac predictions of the week had left the job. For the next three years, Khushwant Singh did not hire another astrologer. He would write the predictions himself. Unaware of this, people would often pay compliments about the accuracy of the astrological forecasts in his magazine. Only much later did Khushwant Singh confess that the zodiac predictions used to be concocted by him.

**B. Discuss the questions** about these common superstitions:

1. Some people believe that it's inauspicious to cut hair and nails on specific days because it angers a planet which then brings bad luck.
  - Do you know anyone who cuts their hair and nails regularly? Are their lives very different from those who follow this superstition?
  - How do you think this superstition started?
2. It is said that if a black cat crosses your path, then your day's tasks will get delayed or postponed.
  - Has a black cat ever crossed your path? Did anything happen?
  - How do you think this superstition started?
3. If a man's right eye or a woman's left eye twitches, it is considered good and believed that person will get money.
  - Has your eye ever twitched? Did anything happen?
  - How do you think this superstition started?
4. It is a common belief not to sweep after sunset.
  - Have you ever swept after sunset? Did anything happen?
  - How do you think this superstition started?
5. If a person has a spoonful of curd and sugar before stepping out of the house, it is believed to provide an auspicious start to a day. (Especially if you're going to begin important work.)
  - Have you ever gone out of the house for some important work without eating a spoonful of curd? Did anything happen?
  - How do you think this superstition started?
6. As long as you hang a string of seven chilies and a lemon outside your home, it is believed that no evil will dare approach you.
  - Have you ever hung chilies and a lemon outside your home? Did anything happen?
  - How do you think this superstition started?

# Lesson 191 A

## Reading Instructions

**Part A-** Direction for traveling by road from the FEA to my house:

1. Step out of the FEA branch, take a left turn.
2. Go straight and turn right from the shoe store.
3. Walk for one minute
4. Cross the petrol pump
5. My house is 2 blocks away from the petrol pump

**Part B-** Read the instructions and draw:

**Instruction 1**

1. Draw a small star in the upper left-hand corner of the box.
2. Draw 3 small circles at the bottom right of this page.

**Instruction 2**

1. Draw a medium size rectangle in the middle of the box
2. Draw two circles inside the rectangle
3. Draw a triangle on the top of the rectangle. The triangle should touch the rectangle

**Instruction 3**

1. Draw a tall and short man on the bottom left of the box. Use stick figures
2. Draw two flying kites on the top right of the box
3. In the middle of this box write the answer to  $50+28$ .
4. Circle the answer
5. Write today's date on the top left of the box
6. Say out loud, "I have finished and followed instructions"

**Part C- Choose ONE topic and write instructions in 4-5 sentences and discuss with your classmates:**

1. Explain to an elderly aunt how to send a text message from the phone.
2. Share your favorite recipe with a friend.
3. Inform a friend about the FEA admission process.

Write instructions in 4-5 sentences.

# Lesson 192A

## Resume:Introduction

### Resume

Name:  
Email:  
Phone:  
Address:

I am willing to relocate nationwide

**Objective:** Motivated and Adaptable Entry-Level Candidate with Fundamental Digital Skills, Communication skills and Life skills. Seeking an entry-level position where I can work hard and prove myself. I am motivated, a quick learner, and eager to gain practical experience.

**Education:** Completed Bachelor of Arts; Year: 2022

#### **Skills:**

I have completed the FEA 1 year course where I learned:

- Communication and English Language Skills
- Work well independently and in teams
- Adaptable and enthusiastic to learn
- Digital skills including MS Word, Excel, E-mail, Google Docs, Sheets, online research etc.
- Reliability, Dependability and Trustworthiness

#### **Achievements:**

FEA certificate of completion  
Add any other achievements from your school/college



## Lesson 198 A

### Informational Interviews

**A. Write 5 questions** you could ask in an informational interview to learn about the person or their career. Topics might include:

- Their experience before their current job
- Their current job
- Their challenges or successes
- Information about their career field
- Their advice or recommendations

**B. List** people or companies in your career field.  
**Circle** one you would like to contact.

## Lesson 199 B

### Navigating City Life

**A. Read and discuss** the following scenarios.

1. Anjana moves to the city to find a job at a hotel. She rents a flat and uses half of her savings to pay one month's rent. She spends three weeks looking for a job, but she is not sure where to start. She does not know anyone in the city and doesn't know her way around. It is almost time to pay the next month's rent, and she has not found a job. She is not sure if she should spend the rest of her savings to pay rent or return home to her village.
  - What could Anjana have done differently to be better prepared to move to the city?
2. Ahmed wants a career as a business manager. He finds a job online at a packaging plant in the city. He goes to the city for an interview, and he is hired for the job. Ahmed does not discuss his move or career goals with his family, and they are upset when he leaves. Ahmed saves a little money from his job, and he hopes to be promoted to an assistant manager. But after six months, his family heavily pressures him to return to the village. Ahmed quits his job and does not come back to the city.
  - What could Ahmed have done differently to continue to pursue his career?

**B. What do you need?** Discuss the questions below.

1. Which **3 things** do you think are most important to have *before* moving to the city? Why?
2. How can you get them?

A visit to the city	Someone you know in the city	Housing in the city	Family supportive of choice to move to the city
Funds for getting started	A map of the city	A job in the city	A bus pass

# Lesson 200A and 201B

## Mindset Video Presentations

**A. Read** the instructions for creating your presentation:

**Day 1:**

### Lesson 200 A

- Your facilitator will make 4 teams and assign a different video to each team.
- Watch the video with your team a few times.
- On a piece of chart-paper, all team members should work together to emphasize key points from the video and prepare a presentation. Refer to the video again as needed.

**Day 2:**

### Lesson 201 B

- Practice your presentation with your team.
- Every member of your team must speak for at least one minute during the final presentation.
- Teams will get 6 minutes to present.

**B. Tips to keep in mind** while planning and presenting:

Does your presentation...

- ...introduce the topic?
- ...demonstrate a clear understanding of the topic?
- ...flow smoothly from introduction to conclusion?

Do you...

- ...make eye contact with members of the audience?
- ...speak at an appropriate volume, pitch, and rate?

# Lesson 200 B

## Corruption

**A. Discuss the assigned situation with your group members and share the summary with the class.**

<p>1. You have just bought a bike to get to your new job. You do not know how to drive and would not be able to pass the driving test. Rather than study and practice driving or take an expensive class, you could pay a bribe to receive your driver's license.</p>	<p>- If you pay the bribe to get your license, what are the possible consequences for you and for others?</p> <p>- Can corruption in this situation be avoided? How?</p>
<p>2. Harish is a poor man and is entitled to get free ration. But when Harish gets a job and starts earning a decent amount of money he continues to take benefits of free food from the government.</p>	<p>What motivates individuals like Harish to commit benefits fraud?</p>
<p>3. Anita has been struggling to find a job after completing her bachelor's degree. Desperate for employment, she purchases a fake MBA degree from an online provider and includes it in her resume. She gets a job based on this.</p>	<p>Can corruption in this situation be avoided? How?</p>
<p>4. You and your friend have studied hard and are good at taking exams. You decide that this skill could be a way to earn money and help others to get certificates. You and your friend start accepting money from strangers to take their written exams for them.</p>	<p>- If you accept money to complete others' exams, what are the possible consequences for you and for others?</p> <p>- Can you avoid corruption and still earn money with this skill? How?</p>

# Lesson 201

## Shopping & Sales

A. Who said it? Read the phrases aloud. Draw a line to match them to the correct person:

1. Hello. How can I help you? Salesperson
2. Do you have any watermelons?
3. I'm sorry, we're out of watermelons.
4. Would you like a pineapple?



5. How much is it? Customer
6. It's 100 rupees.
7. No thanks. That's expensive.
8. I'll take three oranges.
9. That will be 150 rupees.
10. Here is your change. Have a nice day.



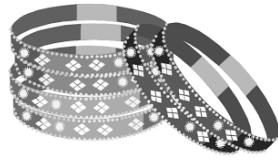
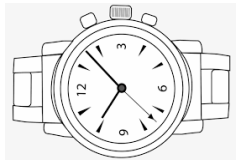
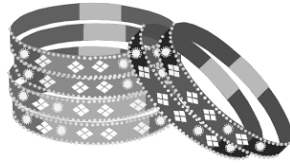
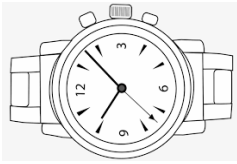
### Let's Go Shopping

#### Clothing Store:

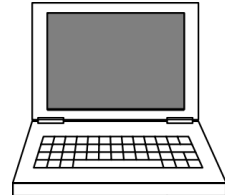
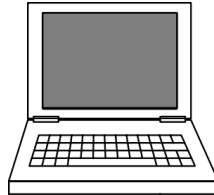




**Jewelry Shop:**



**Electronics Shop:**



# Lesson 202

## Art of Conversation

### Part A:

#### Discuss in pairs

What causes you to pay more attention to someone's advice?

- A. This person has authority in my life.
- B. I am sure they want the best from me.
- C. They know me well.
- D. They are not putting their own self-interest first.
- E. They are close to me.
- F. I respect this person.
- G. I want to be like this person.
- H. I am afraid of this person.
- I. I just want this person to leave me alone and stop giving me advice.

### Part B:

When someone important to you gives you advice, it's your job to listen carefully, think about it, and decide if it's helpful for you. Even if you don't agree with the advice, it's important to know how to handle it.

#### B1 Remember Good Intentions:

- When someone gives you advice, they usually want to help you. They care about you and want the best for you. Remind yourself of this to avoid feeling upset. If they didn't care, they wouldn't bother giving you advice.

#### Questions:

- How can remembering this help you feel better when you receive advice you don't like?

#### B2 Know You Have Choices:

- You don't have to do everything someone tells you to do, even if they're important to you. You can decide for yourself what to do. It's okay to talk about the advice and share your own ideas.

#### Questions:

- What can you do if you don't agree with someone's advice?

### **B3 Understand Each Other:**

- It's important to try to understand why someone is giving you advice. What do they hope will happen if you follow their advice? What are they worried about if you don't? Understanding each other helps you both communicate better.

#### **Questions:**

- How can understanding each other help improve your relationship?

### **Part C: Group Practice**

Activity: Scenario

You are considering moving away from home but you think your parents would not like this idea. You need to have a conversation with them about this.

Divide into teams of two or three and role play the scenario.

#### **Negative role play:**

- Tell your 'parents' your idea.
- Use 'yes or no' questions to get their feedback.
- Use facial expressions and body language that communicate that you are not interested in their opinion and your ideas are fixed.
- Respond with your opinions.

#### **Positive role play:**

- Think of some open-ended questions to start the conversation. Review the attitudes you will bring to the conversation.
- Start by asking your open-ended questions.
- Use facial expressions and body language that show empathy and listening.
- Acknowledge what you can about your parent's underlying hopes and fears, for example: 'I can see how much you care about my safety.'



# Lesson 203

## Forgiveness

### Part A:

Study the following story<sup>1</sup> with your facilitator:

It is easy to think that we are doing others a favor when we forgive them for the wrongs they have done. But we should remember that forgiveness is as much a comfort to our own souls as it is to the ones we forgive. A wise teacher once found a way to explain this to her students.

It brought the teacher great sadness to see that there was much rancor among her students. They would bicker and argue about the most insignificant things. They would constantly hurt one another's feelings. And then, rather than forgive and forget, they would carry around a grudge for days, sometimes weeks.

One morning the teacher gave each of the students an empty sack. In the front of the room was a basket full of potatoes. For every person who wronged them, she said, they should put a potato into their sacks. They should carry the sacks around with them for one month. "At the end of the month," she told them, "we shall compare sacks." The students thought this was a fine idea. But then she explained one more thing: If they forgave someone for what he or she had done, they should take out a potato and throw it away.

Slowly the sacks began to fill up, and by the end of the first week, a few of the students complained that they were becoming too heavy to carry. But this did not stop them from adding potatoes to their sacks, determined as they were to show how much they had been wronged by the others. By the time they reached the third week, some of the potatoes were decaying and giving off a nasty odor. Still the students were not deterred.

Finally one clever boy figured it out. He thought about his sack of potatoes. He thought about his classmates. Instead of all their wrongdoings, he remembered what good friends they had been to him. The more he thought about them, the more he realized how easily he could get rid of the potatoes. In one act of forgiveness, he threw the entire sack away. By the next day the teacher's point had been understood by all the students.

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<sup>1</sup> This story and exercises are excerpted from a textbook for young people called *Walking the Straight Path*, with copyright owned by the Badi Foundation, Macau 2002, Development Learning Press.

### **COMPREHENSION**

Answer the questions below in complete sentences.

1. What saddened the teacher about her students?
2. How did the students behave towards one another?
3. What did the teacher bring to school one day?
4. What did she tell the students to do with the sacks and the potatoes?
5. What did the potatoes represent?
6. Why did the students continue to carry around the sacks when they became heavy and smelly?
7. What did one clever young boy finally figure out?

### **DISCUSSION**

How does forgiveness help the one that forgives?

# Lesson 209

## Reasoning - Choices Have Hidden Costs

### Part A:

#### Activity: Find the hidden costs

With your partner, discuss the below pairs of activities. For each activity, answer the question: what are the hidden costs of each choice?

1. Spending your month savings on a sofa for your home vs. spending your month savings on a dining table for your new home.
2. Spending your leave time attending a friend's wedding vs. spending your leave time helping your father tidy and organize the family shop.
3. Going to college and completing a degree in pharmacy studies vs. going to college and completing a degree in computer programming.

Your answers should say: "One hidden cost of \_\_\_\_\_ is not being able to \_\_\_\_\_."

Write your answers in your notebook.

### Part B:

#### Activity: Future costs and benefits

With your partner, try to find the future costs and benefits of a choice, as well as the present costs and benefits.

1. Spending your weekends playing sports vs. spending your weekends playing video games.
2. Staying in college to finish a degree vs. leaving college to find a job.
3. Using your savings to buy a small flat vs. renting a small flat.

Your answers should say: "One hidden cost of \_\_\_\_\_ is not being able to \_\_\_\_\_. Future costs include \_\_\_\_\_."

Write your answers in your notebook.

### Part C:

#### Making choices when we are not sure what the outcome will be

Follow the scenario while your facilitator reads it out loud then answer the question below with your group.

#### **Scenario 1:**

Sandeep is going for a job interview at 10am on Saturday. He is deciding whether to take the bus, or walk. If he walks, it will take him about 45 minutes to arrive at the interview location. If he takes the bus, he can arrive in 15 minutes, and he will

arrive more fresh and clean. Since the bus schedule is sometimes uncertain on this route, Sandeep decides to leave at 8:30am, 1.5 hours before the interview begins, just to be safe.

Sandeep waits for the bus until 9am, but it still does not arrive. He knows that sometimes bus service is suspended due to an accident. What should he do?

Discuss the scenario with your group, write your answers in your notebook, then share your group answer with the class.

**Takeaways:**

- When there is uncertainty about a choice, it is always wise to have a second choice.
- Some people call this Plan A and Plan B.
- Plan A is what you plan to do if everything works out as you foresee.
- If the situation changes, you can shift to Plan B, or your backup plan.

**Answer the following questions in your notebook:**

1. In the above example, what was Sandeep's Plan A?
2. What was his Plan B?
3. At what point (what time) should he shift from Plan A to Plan B?
4. What happens if you choose to stick with Plan A? What are the costs?

**Scenario 2:**

Surbhi is 25 years old. She lives in a village with her family, received high marks in school and wants to get a job in the civil service. She has taken the IAS exam three times. Her friends tell her that she is intelligent and a hard worker, and she should not give up on her dream. Her parents also hope that she can succeed in the exam.

Surbhi is thinking about and planning for her future. She knows that, statistically, only a few candidates clear the IAS exam, even those who are intelligent and hardworking. She could be one of the lucky ones, but her chances are not very high. If she stops taking the exam, she can attend a training course and get a job as a teacher. She could keep studying for the IAS exam and taking it every year until she turns 32, but if she does not clear the exam, she will be starting a new career from nothing at that age.

Surbhi has learned about the benefits of creating a Plan A and a Plan B. Can you help her create a Plan A and Plan B?

Discuss the scenario with your group, write your answers in your notebook, then share your group answer with the class.

**Takeaways:**

- When we are not sure if we will achieve the result we want from Plan A, it is important to have a Plan B.
- Each plan needs to have a time limit—a certain point when we shift from Plan A to Plan B.

Discuss the following questions with your class and write down the answers in your notebook:

1. Do you think it is easy for someone to move from their Plan A to Plan B?  
How do you think Surabhi felt when she moved to Plan B?
2. What is emotional strength?
3. Did Surabhi's decision take emotional strength?
4. What is pragmatism?
5. How did Surabhi's decision use pragmatism?

**Part D:**

Creating your Promise Plan

In pairs, use 5 minutes each to tell your partner about your career plans, including your Plan A and Plan B.

After your partner has shared, write down your partner's answer to the following questions on a piece of paper.

1. What is your Plan A for your career?
2. What is your Plan B for your career?
3. When (which year, month and date) will you move from Plan A to Plan B?

Now at the top of the paper, write your partner's name and Career Promise Plan:

[Student name]'s Career Promise Plan

Now give the paper to your partner to keep and refer to in the future.

## Lesson 211

### Start marketing your business!

A.



### B. Design an advertisement

Group 1 - A homemade snacks business.

Group 2 - A juice and shakes cafe.

Group 3 - A carpenter service.

Group 4 - A candle making business.

### C. Discuss the following questions for your group

1. What will be the name of your brand?
2. What is the message you want to tell your customers about your brand/product? (For ex- Zomato is saying we can trust them to deliver food to our home under any circumstances.)
3. Design a creative catchy advertisement banner for your business.

## Lesson 212

### Start marketing from home

#### A. Parts of YouTube Video



#### B. Group Activity

Group A - Make a video reviewing any product of your choice.

Group B - Make a video to sell your handmade diyas.

Group C - Make a video talking about your experience at FEA.

Group D - Make a video teaching your viewers about Growth Mindset.

Group E - Make a video telling your viewers information such as where is the main market, how well is cleanliness maintained etc about your city/village.

#### Points to remember

1. Make your video not more than 3 mins long.
2. You can use the internet if you want to search for anything related to your assigned topic.
3. You are free to be as creative and fun as you like to make this video!
4. You have 15 mins to plan and record the video.
5. You can use the classroom or area around the branch to record your video.

# Lesson 214

## Hands-on Document Design

A:

When you have finished your document, it should look something like this:

**Sundae Best  
ICE CREAM PARLOR  
Weekly Schedule**

**July 11th - 16th**

<b>Name</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>
Pinki Sharma	9-5 pm	7-12 pm	9-5 pm	9-5 pm	7-12 pm
Atul Arora	6-10 pm	7-12 pm	5-9 pm	6-10 pm	7-12 pm
Mithun Bose	7-12 pm	9-5 pm	12-8 pm	7-12 pm	9-5 pm
Lisa Singh	7-12 pm	11-7 pm	9-5 pm	7-12 pm	11-7 pm
Arun Varon	9-5 pm	12-6 pm	6-10 pm	9-5 pm	12-6 pm



# Lesson 214 B

## Career Fair 1

### A. Checklist - Are you ready to attend a career fair?

- Register (*if needed*)
- Research companies and prepare questions
- Prepare your introduction
- Bring your resume
- Bring a notepad and pen
- Dress professionally

### B. Introduction or “Elevator Speech”

Write a 4-5 sentence elevator speech that includes the following information:

- Introduce yourself
- Your education and relevant experience
- Your skills or what makes you unique
- Your career goals – why you are excited about a job opportunity
- Closing – ask to leave resume or contact them for more information

# Lesson 215 B

## Career Fair 2

**A. Choose 2 companies you would most want to speak to at a career fair.**

<p><b>Riddhi's Real Estate: Receptionist</b></p> <ul style="list-style-type: none"> <li>● Seeking an office receptionist to schedule appointments, enter data, and stock supplies.</li> <li>● Basic knowledge of computers required.</li> <li>● Full time</li> <li>● Starting salary Rs. 14,000-18,000 monthly</li> </ul>	<p><b>Recovery Plus Health Clinic Physiotherapy Assistant</b></p> <ul style="list-style-type: none"> <li>● Seeking an intern interested in health care to assist a physical therapist.</li> <li>● Skills in communication</li> <li>● Education or experience in health care preferred</li> <li>● Starting salary Rs. 10,000-15,000 monthly</li> </ul>	<p><b>Star Academy Preschool Teacher</b></p> <ul style="list-style-type: none"> <li>● Hiring a teacher for a classroom of twenty children, age 3</li> <li>● Experience with children required</li> <li>● Monday-Friday 8am-3pm</li> <li>● Starting salary Rs. 10,000-16,000 monthly</li> </ul>
<p><b>Total Tech Salesperson</b></p> <ul style="list-style-type: none"> <li>● In-store computer and phone sales and repair</li> <li>● Some IT experience preferred</li> <li>● Strong communication skills are a plus</li> <li>● Full time</li> <li>● Starting salary Rs. 12,000-15,000 monthly</li> </ul>	<p><b>Coffee Club: Server/Cashier</b></p> <ul style="list-style-type: none"> <li>● Seeking a server and cashier for café</li> <li>● Preference to applicants with basic English skills</li> <li>● Part time</li> <li>● Starting salary Rs. 9,000-12,000</li> <li>● Opportunity to advance to manager position after 4 months</li> </ul>	<p><b>Excellent Events Photographer</b></p> <ul style="list-style-type: none"> <li>● Seeking a photographer to capture special events</li> <li>● Freshers accepted</li> <li>● Experience with photography or photo editing a plus</li> <li>● Strong interpersonal skills required</li> <li>● Full time, weekends</li> <li>● Starting salary Rs. 15,000-20,000 monthly</li> </ul>

**B. Write 3 meaningful questions to ask the companies you selected.**

## Lesson: 219 B

### Personal Reputation

#### A. Read and discuss the scenarios.

**Scenario 1**– Rahul is studying for a sports qualification and has ambitions to be a famous sports ambassador working with young people. Recently he has posted online unhealthy lifestyle tips and demotivating comments. What are 3 things Rahul can do to regain his reputation?

**Scenario 2** –Suman is always making plans with people. She schedules a day to see a movie with her friends, she offers to take care of her neighbor's children when they have an appointment, and she says she will help her cousin shift to a new home. However, she often arrives 1-2 hours late or cancels her plans at the last minute. How do you think this affects Suman's reputation?

**Scenario 3** - Ali is often seen picking up trash that others have thrown on the ground. If an elderly person is carrying a heavy bag, Ali offers to carry it even when they do not ask for help, and he makes sure that cars stop so the elderly can safely cross the street. How do you think this affects Ali's reputation?

**Scenario 4** -Ashish asked his neighbor if he could borrow 5,000 rupees, saying that he would pay it back within two weeks. It has been more than two months, and Ashish still has not paid back his neighbor or spoken to him about it. The neighbor is telling others that he is not trustworthy. What could Ashish do to improve his reputation?

**Scenario 5** - Poonam does beyond what she is told to do at her job. She has creative ideas to improve the workplace, she is often the last to leave because she makes sure all her work for the day gets done, and she helps others to make sure they are doing their job well. She has earned a reputation of being a hard worker. How do you think this reputation could help her?

#### B. Write five ways you can build a strong reputation for doing good!

- 1.
- 2.
- 3.
- 4.
- 5.

## Lesson 220

### Financial Decisions & Weddings

**A. Read and discuss the information below. How does it affect your decision-making about wedding finances?**

**A.**

It is estimated that on average, a person in India will spend one-fifth of all the money they earn in their lifetime on a wedding. Weddings in Northern India often cost around 70,000 rupees for clothing, food, decorations, invitations, and more.

**B.**

More than 60% of Indian families borrow large amounts of money from money lenders to pay for wedding expenses. Private money lenders often charge extremely high interest rates, making it nearly impossible for families to repay their debts. Some families who cannot pay back money lenders become bonded laborers, working up to 18 hours per day in brick kilns, construction sites, rice mills, or steel factories.

**C.**

Each year, around 7,000 women in India are killed or die by suicide because of harassment over dowries, called 'dowry death.' Many victims of dowry deaths have already paid their dowries, but their husbands' families abuse them and pressure them for more.

**D.**

Giving or taking a dowry has been against the law in India since 1961. It can be punished with at least five years in prison and a fine of 15,000 or the total price of the dowry, whichever is more.

source: [www.aljazeera.com](http://www.aljazeera.com)

# Lesson 223

## Refine your Resume

1. Open your resume: Take a moment to revisit your resume document.
2. Review your skills section: Carefully examine the skills section (and other sections) of your resume. Consider whether the skills listed accurately represent your abilities and qualifications.
3. Update your skills: Identify any skills that you may need to add, remove, or modify based on your current level of proficiency and relevance to your career goals.
4. Google search or seek assistance: If you need help in rewriting or refining your skills, feel free to conduct a Google search for industry-specific skills or consult ChatGPT for guidance. You can ask questions like:
  - "What are some key skills for [your industry/occupation]?"
  - "How can I improve my resume skills section?"
  - "Can you help me rewrite my skills in a more professional manner?"
5. Refine your skills: Take the time to rewrite your skills in a clear, concise, and professional manner. Focus on highlighting your strengths and abilities that are most relevant to your desired job or career path.
6. Save your updated resume: Once you have refined your skills section, make sure to save the updated version of your resume for future use.
7. Optional: Seek feedback: If you would like feedback on your updated resume, feel free to share it with your peers or instructor for review and suggestions.

# Lesson 224

## Building Confidence: Revisit

### Part A:

Reflect individually on the question below and write the answer in your notebook:

1. Have you ever doubted yourself? Think of a time when you experienced self-doubt and write about it. Then share with a partner.

It may surprise you to know that almost everyone experiences moments of self-doubt, even those who have been accepted to the top schools or universities, or risen to the highest positions in their field. Research shows that even people who seem like they have 'succeeded' tend to underestimate their abilities and overestimate other peoples' criticisms.

### Accepting stereotypes and labels

Unfortunately, we live in a world where people are given labels that do not match their true talents and capacities.

What are some of the labels that people give to the following groups?

- Elderly people
- Women
- Doctors
- Young people
- Villagers
- Politicians
- Dark-skinned people

### Discuss with your class:

2. Do you think these labels are accurate? Are they fair? Why or why not?

Research shows that when people are constantly exposed to labels or stereotypes about themselves, they begin to believe them. For example, a child who is always labeled as shy may become more shy. A student who is always labeled as a 'bad student' may become less motivated to do well in his studies.

### Share with a partner:

3. Can you think of similar examples you have seen in your family or school?

### Comparing yourself to others

Answer the following questions in their notebooks, then share with a partner:

4. Do people ever compare you to others who are similar to you in age or life stage? How do you feel about these comparisons?

5. Do you compare yourself to others? How do you feel when you make these comparisons?

6. Look at the following comic and discuss:

<https://www.zenpencils.com/comic/132-jiddu-krishnamurti-dont-compare-yourself-to-others/>

One of the activities that leads to self-comparisons is social media.

Research shows that social media greatly increases the degree to which we compare ourselves to others, leading to feelings of inadequacy and dissatisfaction. Discuss with your class:

7. Do you think social media presents an accurate picture of other peoples' lives? Why or why not?

### **Remember the following:**

When we watch reels and videos on social media, we forget that others are presenting idealized and specific parts of their lives, making them look much more impressive, beautiful and enjoyable than they actually are. This makes the reality of life look very different to what we see on social media, and can cause feelings of inadequacy.

### **Why should I be confident?**

Read and discuss the below statement with a partner:

Every human being has unique talents and capacities. Every person has the right and responsibility to develop these talents and apply them to benefit themselves, their families, and the community. Remembering this is the true foundation of confidence. You will have a strong conviction that the effort you put into discovering and developing your talents will bear fruit.

Based on the above statement, you can use a few methods to strengthen your confidence.

First, research shows that we can get rid of self-doubt by reminding ourselves of our talents and strengths.

8. List some of your strengths and talents below:

In addition to strengths and talents, you also have capacities. A capacity is something that you potentially have. For example, a candle has the capacity to shine, but it needs to be lighted. A pencil has the capacity to write, but it needs to be sharpened.

9. In your notebook, make a list of the capacities you have which have not yet fully been developed:

10. How do you think these capacities might be developed in your life?

### **Fear of failure**

We have already discussed how you can develop a proper attitude towards failures and setbacks, which are necessary for growth. Reflect on this question: could you develop the above capacities without failures and mistakes? Why or why not?

**Obstacle course activity:**

Your facilitator will set up an activity where you need to walk through an obstacle course with your eyes covered.

First, you will walk through the obstacle course on your own.

Next, your classmates will guide you with verbal instructions.

**Discuss the following questions:**

11. How did you feel when you were trying to find your way through the obstacle course by yourself during your first try?
12. How did the second try compare to the first? How did you feel hearing your classmates' voices and instructions?
13. How did you feel during your third try?
14. For those who were guiding a classmate during their third try through the obstacle course, how did you feel?
15. How does the exercise relate to confidence and self-doubt?
16. What did the exercise teach you about encouragement and mutual support?

Please write a short individual reflection on what you learned from this activity about confidence in your notebook.





# Building ethical, productive mindsets and core employability skills

“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.”

*William A. Ward*

“Success is the ability to go from failure to failure without losing your enthusiasm.”

*Winston Churchill*

“Every child deserves a champion - an adult who will never give up on them, who understands the power of connection and insists that they become the best that they can possibly be.”

*Rita Pierson*

“I cannot teach anybody anything, I can only make them think.”

*Socrates*

“There are no foolish questions and no man becomes a fool until he has stopped asking questions.”

*Charles Proteus Steinmetz*

“The secret of getting ahead is getting started. The secret of getting started is breaking your complex overwhelming tasks into small manageable tasks, and then starting on the first one.”

*Mark Twain*

“Great teacher engineer learning experiences that put students in the driver’s seat and then get out of the way”

*Ben Johnson, Educator*

“I think it’s very important to have a feedback loop, where you’re constantly thinking about what you’ve done and how you could be doing it better.”

*Elon Musk*

“Education is what remains after one has forgotten what one has learned in school.”

*Albert Einstein*

“The will to win, the desire to succeed, the urge to reach your full potential... these are the keys that will unlock the door to personal excellence.”

*Confucius*

**Freedom Employability Academy is a project of AAM Foundation**

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