Attitudinal *Change* MODULE

Contents

ATTITUDINAL CHANGE MODULE

LEVEL 2:

CONSTABLES/ HEAD CONSTABLES

1. INTRODUCTION AND OVERVIEW

The *attitudinal change* module aims to transform attitudes of the policemen and women through a process that:

- Creates an understanding of self,
- Develops skills for healthy personality development
- And increases knowledge and sensitivity to key social issues

The module comprises 40 lessons of 40 minutes each, which can be run as single weekly sessions or as double or triple sessions during the week.

2. TRAINING RATIONALE:

The development of positive attitudes and healthy behaviour is useful in order to enrich the personal and professional lives of all people. However, this is even more critical for certain groups and institutions that work in high stress conditions and carry responsibilities that affect millions of lives. The Police is one such institution of the state. It requires the highest standards of socio-ethical conduct in its day-to-day operations. It is a need of both the police force and the larger society that more work be done to achieve this goal.

A range of stressful factors adversely affects the efficiency, effectiveness and professionalism of the Police force. The present day police woman/man is over-worked, underpaid, unappreciated by the community, feels alienated from his/her family and often has to work under conditions where his/her life is under threat. Rozan's experience of working with the Police personnel indicates that they often experience great difficulty in coming up with the resources and strategies required to effectively cope with the job stress, anger and frustration they face as part of their day-to-day work. There is also a need to improve the interpersonal communication skills, knowledge and attitudes needed to deal with the many sensitive social issues faced by certain vulnerable members of the society, such as violence against women and children. Further, the Police force also lacks the training, systems and support channels required to cater to the psychosocial needs of its staff, leaving the police with few healthy alternatives.

These attitudinal and behavioral limitations have serious effects. First, they result in ineffectual police responses to crimes, and second they lead to serious police abuse and a violation of human rights. As a result, there is a sense of insecurity and distrust regarding the police in the general public and the institution does not carry the respect and confidence of the very people and society whom it is meant to work for. This has a direct impact on the police's level of self-respect, self-confidence, collective self-esteem and

efficiency, which in turn affects performance and, thus, the vicious cycle, goes on. Most people, including the police force itself agree that there is an urgent need to have policemen and women demonstrate more sensitive and positive attitudes.

Keeping the above needs in mind, this training model aims to contribute to a positive and sustainable change in police attitudes and, consequently their behaviour. It has been long established that social change will not be sustainable based on behavioural skills and awareness or knowledge alone; the attitudes underlying this behaviour and awareness must also be altered. For an attitudinal change programme to be successful, it must address all three of these components. The importance and relevance of these components have been tested time and again through extensive formal research done as part of Rozan' s work with 1600 policemen/women over the last 6 years. The proposed training model recognises this need and focuses on all of these levels. Each of these forms a separate section of the *attitudinal change* module:

- Self-awareness
- Social awareness and knowledge
- Life skills

The benefits for the police force expected from the proposed training project are:

- A police force with more positive attitudes towards themselves and others, improved interpersonal communication skills and self-respect will be better equipped to carry out its responsibilities effectively and, thus, make a valuable contribution to police culture and to the society as a whole.
- Once this change in attitudes and social behaviour has been demonstrated, the society will also begin to develop a level of trust, confidence and respect for the police, thus creating a positive and mutually beneficial police-community partnership.

Notes for trainers

Structure and content

The attitudinal change module is a comprehensive set of material for trainers, allowing them to run the module with little reference required from outside sources. As mentioned earlier, the module is divided into 3 sections: self-awareness, life skills and social awareness. Each section is structured in the same way, starting with a **rationale** for the section, explaining the importance of the section for the police, followed by a **preface,** outlining what is included in the section, followed by **special notes for the trainer** for that section and ending with the **lesson plans** for each section.

Each lesson plan is presented in great detail, outlining the objective/s of the lesson, followed by the activities that are to be carried out in the lesson, including the time required for each, the material needed, the pre-group preparation expected from the trainer, the outcomes expected by the end of the session and a step by step method, followed by notes for the trainer on the lesson, the readings required, sample responses to discussion questions and activity material.

The trainer is expected to be fully prepared for the lesson by reading and thoroughly familiarizing him/herself with the required readings outlined at the beginning of the lesson plan. The actual readings are included at the end of every lesson plan, and provide detailed information on the material to be presented and discussed in the lesson. The lesson plans themselves contain only basic points for discussion; detailed information on what exactly is to be presented, taught and discussed can only be gained through the readings at the end of each lesson plan. In addition to these readings, some lesson plans are also followed by samples of responses trainers can expect from some of the discussion questions. This is aimed at helping trainers to guide their questions accordingly and ensure that the main points are covered.

The lesson plans also outline the material (hand-outs or posters) that are required for each lesson and the preparations the trainer needs to make beforehand. For example, the trainer may need to write down discussion statements on a poster to be put up during the lesson. Each lesson plan ends with additional notes for the trainers. These notes highlight special points or areas of interest or considerations that need to be noted for each lesson.

Methodology

The attitudinal change module employs an interactive methodology as part of its activities to encourage participants to discuss and learn new concepts and skills. Three techniques are most commonly used:

Interactive presentations
The methodology used for the teaching of this module is primarily interactive. Although a lot of material is presented, the trainer is expected to avoid one-way communication and involve the participants as much as possible. For example, before presenting any topic, the trainer may ask the participants what they understand by the term. Similarly, at the end of the presentation, the trainer may ask the participants if there is anything they would like to add to the information presented. If there is time, the trainer may want to allow questions and brief discussions even during the presentations.

Pairs

At times, the participants are given a topic to reflect on and share with one person sitting next to them. This technique allows for more in-depth information sharing and is used only when the participants are expected to reflect on and identify aspects of themselves as individuals.

Individual responses

In some activities, the participants may be asked to individually reflect on and note down their responses to a particular question or discussion point. These are then shared in pairs, small groups or the large group. This is used only when more in-depth information about individual behaviors' or attitudes is required.

SELF AWARENESS

SECTION (A): SELF-AWARENESS

Rationale

The first section of the attitudinal change module covers self-awareness (for a definition see reading notes). Self-awareness is the extent to which a person knows him/ herself. One way to increase this awareness is to understand how the image of our self or self-concept developed. The more we understand the forces that in a way 'shaped' us, the more we will know our self. We are all influenced by a number of factors, including biological factors, people who have been significant in our lives and the environment, culture and society around us. There is an important advantage of looking at and consciously reflecting on these forces. It provides us the opportunity to distinguish between their positive and negative impacts on our lives and their role in shaping who we are today.

Self-awareness is a key concept in the training module. This is based on a global research finding that developing awareness and understanding of one's own identity, personality, emotions, attitudes, strengths, limitations, behavior and needs allows individuals to connect with and accept others. This, in turn, is likely to lead to more sensitized, mature and responsible human beings, and ultimately, a more humane society. Awareness is considered to be the first step towards change.

Self-awareness is beneficial for all people, but for certain groups of people this is even more important. Rozan's work with the Police has shown that in the context of police work, self-awareness has far-reaching benefits. A police force equipped with individuals and groups who are self-aware, self-confident, conscious of their limitations, and yet able to build on their potential and strengths, is much more likely to be recognized as an effective, responsible and trusted institution than one whose members exercise their power with a limited understanding of themselves their role, their power and the very people they are meant to serve.

Preface

The self-awareness section of the module, consists of 12 lessons, covers a range of presentations and discussions that provide participants with the opportunity to look at:

- What self-awareness means and why it is so important in their work
- Who they are
- The roles they play in their lives
- Their values
- Their personality traits
- Their attitudes
- Their strengths and limitations
- The role of power in their lives

In addition to the content of the lessons, the method used in the teaching of these concepts is also worth noting. The emphasis is on employing a methodology that helps create a comfortable and open atmosphere where participants can begin their process of self-awareness with the help of open interaction and discussion with the trainer and other participants.

Special notes on the *self-awareness* section for trainers

The lessons on self-awareness require skills and special sensitivity from the trainer. It becomes important that as participants start the process of self-exploration and sharing of personal information, the atmosphere in the group be one of mutual respect. Often this may be the first time that participants openly share with others certain aspects of their lives. Trainers need to convey the fact that they appreciate that this is a difficult step to take, and that they value the information being shared. At times, participants may share certain information that may be difficult for others in the group to handle. Trainers will need to maintain a supportive, accepting stance without being patronizing or over protective. They also need to be careful that the level of sharing and expression of emotions is not too distressful for the participants and the group. If at any time they feel that what is happening in the group may end up being harmful to the person or the group, they would need to actively intervene in a manner which is gentle, yet firm and provides relief. If the trainers feel that a participant is particularly troubled, they may need to offer support or information about other sources of support (e.g. organizations working on mental/emotional health) to the individual after the lesson is over.

Another important point to keep in mind and to emphasize, especially during initial sessions is that all personal information must be kept strictly confidential and must not leave the training room. Even though participants voluntarily share personal information and how much they share is up to them, there is often some discomfort afterwards. Bringing this out in the open as an issue, and stressing the confidentiality norm is often encouraging for participants.

Lesson 1: Introduction to Emotional intelligence

Objective/s

- To introduce the attitudinal change module, its structure and objectives
- To increase the participants' understanding of the concepts of attitudinal change, emotional health and self-awareness

Activity 1: Introduction to module, norms and outcomes

Time required:
- 10 minutes

Material needed:
- White/black board
- Objectives chart (Reading 1)

Preparation needed:
- Reading of overall lesson notes
- Basic reading: Introduction to the attitudinal change module
- Reading of sample responses

Outcomes:
- Participants will be able to identify structure, objectives, methodology and outcomes of module

Method:

- Interactive presentation

Step 1:
The trainer presents an overview of the structure, content and outcomes of the attitudinal change module and its expected benefits for the police force (see readings).
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Note:
  If there is time, the trainer may wish to allow a couple of questions and provide brief answers.

Step 2:
The trainer asks the participants what class rules would help them participate actively and effectively. The rules identified and agreed on by all, are noted down on a chart and displayed somewhere in the classroom (wall, board, etc).

Notes:
- *This step may be a difficult one initially. If this happens, the trainer should give examples of possible rules such as speaking one at a time, not interrupting, confidentiality, etc (See sample group rules below)*

- *The trainer needs to emphasize that because these lessons will require some sharing of personal stories or information with each other, confidentiality needs to be established as a strict group rule. The trainer needs to explain that telling outsiders the general information that was gained in the session or the kind of activities that were used is OKAY and does not fall into the confidentiality rule, but that if any personal information about any other group member becomes known, it must be kept confidential, as a mark of mutual respect and in order to create trust in the group.*

Activity 2: Attitudes and attitudinal change

Time required:
- 10 minutes

Material needed:
- Poster/OH: Attitudes
- Hand-outs: Attitudes

Preparation needed:
- Basic reading: Attitudes

Outcomes:
Participants will be able to define the concept of attitudes and identify their importance particularly for the police.

Method:

- Interactive presentation

Step 1:
The trainer presents the concept of attitudes and explains that an attitude may be defined as a mental state involving beliefs, feelings, values and tendencies to act in certain ways. It may be a strongly held belief or feeling, which manifests in behaviour.

Step 2:
The trainer clarifies the link between behaviour and attitudes by explaining that attitudes have a huge impact on our behaviour and so if we want to change our behaviour, our attitudes will also have to change, especially if we want to bring about long-term and sustainable change. The police are an institution with the responsibility to work towards this change; thus police attitudes are critical to social change.

Activity 3: What is emotional intelligence (EQ)?

Time required:
- 20 minutes

Material needed:
- Poster/OH: Emotional Intelligence (EQ)
- Hand-outs: Emotional intelligence (EQ)

Preparation needed:
- Basic reading: Emotional intelligence

Outcomes:
- Participants will be able to define the concept of EQ and its importance.

Method:

- Interactive presentation

Step 1:
The trainer tells the group that the process of attitudinal change in the police will begin with the concept of emotional intelligence and presents the concept of emotional intelligence and explains its 5 components one by one.

Note
- **The concept of EQ is not always an easy one for participants to grasp immediately. The trainer needs to ensure that the participants understand all the components.**

<u>Overall notes – Lesson 1:</u>

As this is the first lesson of the module, it is extremely important that the trainer sets the tone for the lessons to come and demonstrate the *interactive* methodology that will be used. Gently encouraging the participants to participate in the interactive presentations and discussions, not putting them down, not allowing one person to dominate the discussions, etc are all examples of this. It is also important to ensure that the participants understand the expected outcome of each activity and that this is reiterated at the end of each activity. For example, after the activity of emotional intelligence, the trainer might say something like, "Now you should all be able to define what EQ means and what its key components are." As the introductory lesson of the module, the trainer will also need to make sure that the participants understand the importance and relevance of this training for the police.

Sample Responses – Lesson 1

Sample group rules
Taken from Rabta's workshops with the police

- Speak one at a time, and do not interrupt each other
- Everyone tries to participate in the discussions
- Mobile phones should be switched off except in special circumstances
- Ask questions if you don't understand – take responsibility for your own learning
- Be respectful of each other's opinions even when you disagree
- Listen to each other attentively
- Keep all personal information shared confidential

Readings – Lesson 1

Reading 1 (R1): Introduction to the attitudinal change module

The attitudinal change module has been developed by Rabta, which is a programme run by Rozan, an NGO working on mental and emotional health. Rabta works with the Police towards creating a positive attitudinal change in the police force and in enhancing the police-community relationship.

The attitudinal change module consists of 45 lessons and is divided into 3 sections:

- Self awareness
- Life skills
- Social awareness.

The module focuses on personal development and improved emotional health through an increased self and social awareness and through the through the learning of new skills.

By the end of the module, we are expected to:

- Be more self-aware and confident
- Have improved interpersonal communication skills
- Have more knowledge of social issues
- Have more positive attitudes towards ourselves, our work and the community

The benefits of this are that:

- A police force with more positive attitudes, improved interpersonal communication skills and self-respect will be better equipped to carry out its responsibilities effectively and, thus, make a valuable contribution to society both personally and professionally.

- Once this change in attitudes and social behaviour has been demonstrated, the society will also begin to develop a level of trust, confidence and respect for the police, thus creating a positive and mutually beneficial police-community partnership.

These classes require active participation from the participants, as the module involves interactive presentations, discussions and some group work.

Reading 2 (R2): Attitude

An attitude may be defined as a complex mental state involving beliefs, feelings, values and dispositions to act in certain ways. It may be a strongly held belief that reflects a person's opinions and feelings and which manifests in behaviour.

As the last line of the definition shows, attitudes have a huge impact on our behaviour. For example, if we have a negative attitude towards our work, our performance will suffer. Similarly, if we have a negative attitude towards children, for example, our behaviour and relationships with them will suffer or will be absent. If we have a negative attitude towards our community, our dealings and relationships with them will suffer. Thus, if we want to change our behaviour, our attitudes will also have to change. Short-term change can be brought about through the learning of new skills, but change in behaviour is not long-term or sustainable unless the underlying attitudes are also altered, which is why attitudinal change is critical to any programme aiming at bringing about any real change.

Reading 3 (R3): Emotional health - EQ versus IQ

The first lesson of the module begins with a discussion of what emotional health means and why it is important.

Most people think that being a successful person means doing well at one's studies (Academic performance), being intelligent (intellect or IQ) and eventually having a brilliant good career. However, recent research data shows that these factors are only a part of what makes a person successful. In fact, as Western data shows only 20% of a person's success in life is linked to IQ, leaving 80% to other factors, especially to his/her emotional intelligence or EQ.

Emotional intelligence (EQ) refers to an individual's feeling about him/herself, his/her feelings and behavior with others, her/his capacity to meet the demands of everyday life and the ability to express feelings. It is therefore, much more linked to one's confidence, attitudes, awareness and social skills. In his book, "Emotional Intelligence (EQ)", Daniel Goleman (Goleman, 1997) argues that emotional intelligence may be even more powerful than intellectual intelligence, in determining a person's success in life. This explains why there are people who may not have done well in school, but lead successful lives as adults because they are confident, have more friends, etc. Similarly, there are also many people who may have been brilliant students, but as adults they may be maladjusted, depressed, have few friends, etc.

Can you think of people that you know who are like that, whose success, satisfaction and adjustment doesn't depend on their intelligence and school performance?

Daniel Goleman identifies 5 main components of emotional health. These are:

Self-awareness: The ability to be able to reflect on one's own life and self with a critical, yet understanding eye, awareness of one's strengths/weaknesses, emotions, needs etc.

Management of feelings/emotions: The ability to learn to monitor and control one's emotions. Control, however, does not mean stopping the emotions, but having enough control over them to be able to have a variety of ways of expressing them and then consciously and responsibly deciding how to best express them in a given situation.

Motivation: The driving force, energy and hope that comes from having a purpose, goal and interest in one's life.

Interpersonal skills: It is the ability to relate to other people, to form healthy, fulfilling and meaningful relationships in one's life

Empathy: The ability to understand other people's feelings and needs, to be able to look at things from their point of view.

As is clear from the above, self-awareness is one of the main components of good emotional health, which is why this module focuses on this aspect.

Lesson 2: EQ and the Police

Objective/s

- To increase the participants' understanding of the importance of emotional intelligence in their work.

Activity 1: Emotional intelligence (EQ) for the Police

Time required:
- 40 minutes

Material needed:
- White/black board
- OH/Poster on Components of EQ
- Personal notebooks

Preparation needed:
- Basic reading: EQ and the Police

Outcomes:
- Participants will be able to identify the importance of emotional intelligence for the police.

Method:

- Discussion

Step 1:
The trainer puts up the poster on components of EQ on the board or wall where everyone can see it.

Step 2:
The trainer asks the participants to take one component at a time and identify its importance for policemen and women, and to write it down in their notebooks. The participants have about 15 minutes for this.

Note:

It may be initially difficult for the participants to identify the importance of EQ for their work, so the trainer may want to give a couple of examples (e.g. empathy helps participants to understand their clients better and to be more helpful) to start them off.

Step 3:

In the large group, the trainer takes each component one at a time and asks the participants to call out their responses, noting them down on the board.

Note:

- *The trainer needs to tell the participants not to repeat what has already been called out even if the have identified the same point.*

Step 4:

The trainer makes the point that EQ is extremely important for the police both for themselves as individuals, for their institution and for the community they serve.

Overall Notes – Lesson 2

This is an important class for the participants. For most participants this is the first time that they are thinking of emotional health and what it means in the context of police work. Through the discussion, the participants begin to realize that their work is not mechanical and that they are people, and that their awareness of themselves and others and their behaviour affects their work, the people around them as well themselves.

Sample Responses - Lesson 2

Importance of EQ for the Police				
Self-awareness	**Management of feelings**	**Motivation**	**Interpersonal skills**	**Empathy**
Policemen and women are able to identify and improve on their limitations They have better self-esteem and are able to use their strengths to help people more effectively	Policemen and women are better able to deal with the stress in their work They are better able to deal /manage their anger and aggression.	Policemen and women are eager to learn more about social issues. They are able to do their work with a lot more commitment.	Policemen and women are able to communicate much more effectively with the community. They are better able to deal with their colleagues, bosses, etc.	Policemen and women are better able to understand the people they are meant to serve. The community will trust them more.

Readings - Lesson 2

Reading 4 (R4): Attitudinal Change, EQ and the Police

Project Rationale

The development of positive attitudes, meaningful behaviour and emotional health is useful in order to enhance the personal and professional lives of all people. However, this is even more critical for certain groups, such as those whose work affects millions of lives. The police force is an extremely important community institution, which carries with it the responsibility of maintaining law and order and protecting the life, property and honour of its citizens. It requires the highest standards and socio-ethical codes of conduct in its day-to-day operations. Yet both the police force and the larger society recognize that these standards are rarely met. A range of stressful factors adversely affects its efficiency, effectiveness and professionalism. The present day police woman/man is over-worked, underpaid, often ridiculed and unappreciated by the community, feels alienated from his/her family and sometimes has to work under conditions where his/her life is under threat. Rabta's experience with the police personnel indicates that they typically lack the resources and strategies required to effectively cope with the job stress, anger and frustration they face as part of their day-to-day work. Also limited are the interpersonal communication skills, knowledge and attitudes needed to deal with many sensitive social issues faced by certain vulnerable members of the society, such as violence against women and children.

A serious result of these attitudinal and behavioural limitations is that the police force does not carry the respect and confidence of the very people and society whom it is meant to work for. Not only does this add to the society's sense of insecurity, but it also adversely affects the police's level of self-respect, self-confidence, collective self-esteem and efficiency. Most people, including the police force itself agree that there is an urgent need to have a police force with more sensitive and positive attitudes than they currently demonstrate.

The benefits for the police force expected from the proposed training project are:

- A police force with more positive attitudes, improved interpersonal communication skills and self-respect is much better equipped to carry out its responsibilities effectively and, thus, make a valuable contribution to society.

- Once this change in attitudes and social behaviour has been demonstrated, the society will also begin to develop a level of trust, confidence and respect for the police, thus creating a positive and mutually beneficial police-community partnership.

Lesson 3: Self-awareness

Objective/s

- To increase the participants' understanding of self-awareness and its importance in police work.
- To help the participants become aware of and address their possible blocks to self-awareness.

Activity 1: What is self-awareness?

Time required:
25 minutes

Material needed:
- White/black board
- Poster/OH on self-awareness
- Hand-outs on self-awareness

Preparation needed:
- Basic reading: Self-awareness and its importance

Outcomes:
- Participants will be able to define the concept of self-awareness and identify its importance in police work.

Method

- Brainstorming

Step 1:
The trainer asks the participants what they understand by the term "self-awareness" and what they think it covers.

Step 2:
The trainer notes the responses down on the board.

Step 3:
The trainer asks the participants to identify any broad categories or groups that they think the responses can be divided into, e.g. definition, process, etc.

Note:

- *This can be a difficult activity for participants to do and the trainer may need to ask several prompting questions, e.g. What does self-awareness mean? How do you become self-aware? What do you think is included in self-awareness? What happens when you become self-aware?*

- *When noting down participant responses on the board, ensure that responses are not repeated, i.e. if one response has already been written down, it does not need to be written down again.*

Step 4:
The trainer presents the definition of self-awareness and discusses with the participants how self-awareness is a broad concept that includes all of the responses that the participants have identified, that it is a life long journey that is not always easy. Yet it is extremely important for one's personal and professional development and is worth the difficulty. Its importance for certain institutions such as the police is even more so because of their great responsibility towards people and society.

Activity 2: Blocks to self-awareness

Time required:
15 minutes

Material needed:
- White/black board
- Poster/OH on blocks to self-awareness
- Hand-outs on blocks to self-awareness

Preparation needed:
- Basic reading: Blocks to self-awareness

Outcomes:
- Participants will be able to identify the basic blocks to self-awareness

Method

- Interactive presentation

Step 1:
The trainer asks the participants to brainstorm on what may prevent people, particularly the police, from becoming self-awareness. These are noted on the board.

Note:
- ***If the participants initially find it difficult to identify blocks, the trainer will need to start them off by giving examples.***

Step 2:
The trainer shows the blocks to self-awareness poster/OH, and points out if any were left out from either the participants' or the trainer's list, making the point that some of these blocks are external (lack of time) while others are internal (fear of discovering your own faults). It is also important to point out that sometimes blocks that we think are external (e.g. time) may actually be internal, in the sense that perhaps it is we who are not managing our time well enough

Note:
When the trainer shows the poster/OH, s/he should point out any blocks identified by one list (e.g. participants') that were left out in the other (i.e. The trainer's), and acknowledge that there are probably many other blocks that they have not yet identified and may not even be aware of.

Step 3:
The trainer emphasizes the importance of identifying one's own blocks and findings ways to overcome them.

Overall notes – Lesson 3

Self-awareness is a difficult concept to understand at times. The participants may have questions about this and the trainer must be prepared with at least basic answers. The trainer needs to emphasize that there is no easy way of defining self-awareness as it is a broad concept and encompasses a range of areas and levels within it. At a basic level, for example, it may simply involve an awareness of one's traits and characteristics, while at a deeper level it may involve as awareness of one's subconscious motives. Self-concept and self-esteem may also be part of it. Some people may take self-awareness to an even deeper level and include in it one's ability to be aware of and reach one's full potential. The trainer may also need to discuss the blocks identified by the police in some detail and bring out the point that some blocks that we consider to be external (e.g. time) may, in some cases actually be internal (bad time management), but we may not realize this and, therefore, not make an effort to change it. This point is particularly important here because the police commonly identify blocks such as time, pressure from family and superiors, problems in the system and financial pressures, as external barriers, even though often these are internal (i.e. more to do with personal time management, priorities, feeling of helplessness, etc.).

In order to further emphasize the above points regarding self-awareness, the trainer can share the following references

A saying of Hazrat Ali (RS) is "**The way to knowing God is to know your own self**.

(Nahj – ul – Balgaha , Allama Mufti Jafar Hussain)

Our National poet Allama Mohammad Iqbal has written a lot on the concept of self.

KHUDI MEIN DOOB JA GHAFIL, YEH SIRRAY ZINDGANI HEY
NIKAL KAR HALQA SHAM- O- SEHAR SEY JAVEDAN HO JA
(Nazam Talooea Islam)

Regarding the process of self-awareness Allama Iqbal wrote in *Bale Jabreel*

KHUDI WHO BEHAR HEY JIS KA KOI KINARA NAHEEN
TU ABJO ESAY SAMJHA AGAR TO CHARA NAHEEN

Sample Responses – Lesson 3

These responses are based on past Rabta police trainings.

What is self-awareness?

- Know Who I am
- Know my own character
- Be aware our self about situation and condition
- Know about our habits
- Recognize ourselves
- Know our personality
- Be aware of our personal qualities and weaknesses.
- Learn skills to improve ourselves
- Life long process
- Difficult process

Self-awareness categories

- Definition of self-awareness (e.g. getting to know each other, identifying our strengths)
- Process of self-awareness (difficult, painful, fun, etc.
- Fruits of self-awareness (e.g. advantages, self-esteem, guilt)

<u>Readings – Lesson 3</u>

Reading 5 (R5): Self-awareness and its importance

Self-awareness is the ability to know oneself, to be able to reflect on one's own life and self with a critical, yet understanding eye. It is an awareness of our:

- personality traits, skills, strengths, limitations
- emotional states
- identity and its various aspects
- Needs, desires and goals, etc.
- values, opinions and attitudes
- relationships

It includes an understanding of our history, our past experiences both positive and negative, and the impact they have had on who we are today. Our self-awareness comes not only from within us, but also from people around us. Self-awareness is a process, and one that may never be complete. It is a journey that continues our whole life. The more we allow ourselves to open up our minds to self-discovery, the further along the path we can go. Thus, self-awareness may be divided into 3 categories:
- Definition of self-awareness
- Process of self-awareness and
- Characteristics of self-awareness (risks and advantages).

Self-awareness is an extremely important process for all of us. For centuries, philosophers and scholars have encouraged human beings to know themselves. Great Sufi saint Baba Bullah says,

PARH PARH ALAM FAZAL HOEIN
KADI APNA AP TEY PARHIA E NAHEN
WAR WAR JANA EY MANDAR MASATEY
KADI MAN APNAY WICH WARIA E NAHEN
(Professor Saeed Ahmad, Kafian, Bullah SHaha, Qazi sons' printers Rawalpindi)

Here again the focus is on self-analysis.

Baba Fareed Shakar Ganj says in one of his *KAFI*

AP SWARAIN MEIN MILAN   MEIN MILAN SUKH HO
FARIDA JEY TU MERA HOWEN   SAB JAG TERA HO

(God says, if you reform your self, you will find me, he who finds me finds peace ,
if you submit to me, the whole world would submitto you)
(Professor Saeed Ahmad, Kafian , Baba Fareed),)
Hence the importance of self-awareness cannot be overemphasized. It is the key to our emotional well-being. It is also an essential element in allowing us to understand and get closer to others, thus building meaningful and supportive relationships.

Becoming self aware helps us to understand why we behave the way we do in various situations, what motivates us, what angers us and so on. This gives us the ability to be able to identify, challenge and change the attitudes and behaviors that are harmful to us or to others and that hinder our personal development. The more we knows ourselves, the better we are able to manage emotions, overcome weaknesses, and harness our potential productively to benefit ourselves and others. Self-confidence and a sense of control over our lives are important fruits of self-awareness. It also allows us to connect with and accept others and to move closer to becoming more sensitized, mature and responsible human beings, and thus ultimately contributing towards a more humane society. Awareness is considered to be the first step towards change.

Although self-awareness is important for all people, its importance becomes more critical for people like the police who are working in the service sectors and whose work involves working closely with and for people. A police force equipped with individuals and groups who are self-aware, self-confident, who can manage themselves, are conscious of their limitations, and yet able to build on their potential and strengths, is much more likely to be recognized as an effective, responsible and trusted institution than one whose members exercise their power with a limited understanding of themselves their role, their power and the very people they are meant to serve.

Reading 6 (R6): Blocks to self-awareness

If self-awareness is so important, why are more people not self-aware or not actively working towards it? One reason may be that many people do not recognize its importance, but there are also many blocks to self-awareness, both internal (fear) and external (social expectations) which are important to identify, for only then can one begin to move past them:

- Self-awareness requires time and effort, which not everyone is willing to give.

- It is not always easy to open up to people and share experiences and feelings with them, which is something that needs to be done as part of the self-awareness process. People may be afraid of being judged by others, particularly when talking about very personal issues.

- Exploring and talking about past experiences, particularly negative ones can be painful at times for some people. They may fear that this could open up old wounds and may not want to re-experience those emotions or express them in front of people.

- Facing oneself and one's limitations can be a difficult thing to do, particularly for people who would rather block out issues they are uncomfortable with than identify them.

- People may not consider themselves worthwhile or valuable enough to want to learn about themselves. It requires a certain level of self-worth to begin the process of self-awareness.

- Information and structured opportunities for enhancing one's self-awareness (e.g. through courses, workshops, etc.) are limited and many people may not know where and how to initiate the process.

- Men are not expected to talk about personal or emotional issues

Yes, the process of self-awareness is not always easy. Yet it is critical to our well-being and personal development and thus worth pursuing. We must, therefore, find ways of moving beyond these blocks and facilitate the process for ourselves. There are 2 points to understand in this respect. First, every person's experience of self-awareness will be different from another. Because one person has difficulties exploring and facing personal issues does not mean that everyone will. Similarly, because one person is able to easily analyze oneself, trust people and disclose an experience easily does not mean everyone will. Secondly, we have the right to choose how self-aware we wish to be and when. How

deeply we choose to explore, what and how much we choose to disclose to another, who we disclose to, to what extent we analyze what emerges during the process is always in our control. If we feel uncomfortable at first, we may choose, for example, to take the process very slowly until we begin to feel more confident and in control and begin to trust people.

Lesson 4: Identity

Objective/s

- To help the participants identify ways of becoming more "open" as part of their self-awareness process.
- To increase the participants' understanding of the concept of personal identity.

Activity 1: The Johari window

Time required:
15 minutes

Material needed:
- Poster/OH on the Johari window
- Hand-out on the Johari window

Preparation needed:
- Basic reading: Johari window 1

Outcomes:
- Participants will be able to describe the Johari Window and ways of opening up various aspects of their identity and personality.

Method

- Interactive presentation

Step 1:
The trainer shows the Johari window poster/overhead and explains that this is a useful model describing the window to a person's personality in relationships. The Johari window divides personal awareness into four different types, as represented by its four quadrants: open, hidden, blind, and unknown.

Step 2:
The trainer explains that the first quadrant (open) represents that part of our personality that both we ourselves and other people know or learn of easily, and almost as soon as they meet us, e.g. our height, colour of hair, nationality, name, etc.

Step 3:
The trainer explains the second quadrant (blind) represents that part of our personality that *others know about us, but we are blind to,* e.g. there may be certain gestures or habits that we have, which other people notice, but we don't. If this quadrant contains something that is affecting us or other people, we need to know about it and either change (e.g. bad listening skills) or build on (a special talent), then someone needs to give us feedback on it. Once this happens, our blind quadrant becomes smaller (we are less blind) and the open window becomes bigger as we now know more about ourselves.

Step 4:
The trainer explains that the third quadrant (hidden) represents that part of our personality that *we know, but others don't know* e.g. our life history, our feelings and opinions. If we want to get closer to people, we need to get to know them better and let them get to know us. We would then need to tell people a bit more about ourselves, and when this happens, this quadrant becomes smaller (less hidden from others) and again, the open window becomes larger as others know more about us now.

Step 5:
The trainer explains that the last quadrant (unknown) represents those aspects of our personality that *neither others nor we know,* e.g. our unknown needs, unconscious motives, etc. This quadrant is not normally further opened in day to day relationships and does not need to be unless a person wishes to really explore his/her personality in-depth, such as with your closest friends or in therapy. So, this quadrant usually remains this size and only becomes smaller very gradually and only in certain circumstances if at all.

Note:
- ***The trainer needs to try and involve the participants in this activity at each stage. After introducing each quadrant (e.g. the open window), the trainer could ask the participant what sort of things it might contain, and take a few responses.***

- ***The trainer also needs to give at least 2 or 3 personal examples for each quadrant.***

Step 6:
The trainer discusses with the participants the importance of making the open window even larger, for interpersonal relationships, making the point that people who tend to generally share themselves with others (talking about themselves, listening, giving and taking feedback) are generally better at developing close relationships.

Activity 2: What is identity?

Time required:
10 minutes

Material needed:
- Poster/OH: Identity
- Hand-out: Identity

Preparation needed:
- Basic reading: Identity

Outcomes:
- Participants will be able to define the concept and components of identity.

Method

- Interactive presentation

Step 1:
The trainer asks the participants what they understand by "identity". *There is no need to note these down.*

Step 2:
The trainer presents the concept and components of identity and explains that it is a multi-layered concept with many different aspects. Each of us tends to focus on different aspects of our identity to define who we are.

Activity 3: Personal Introductions

Time required:
15 minutes

Material needed:
- Introduction statements poster.

Preparation needed:
- Preparation of introduction statements poster.

Outcomes:
- The participants will be able to begin sharing aspects of themselves with other participants, thus initiating the process of self-awareness

Method

- Pairs

Step 1
The trainer puts up the 7 introduction statements and asks the participants to quickly complete them in their own notebooks.

Step 2
The trainer asks each participant to share his or her responses in pairs.

Step 3:
In the large group, the trainer briefly discusses with the participants how they felt sharing their responses and whether or not they felt their open window had opened a little bit more.

Note:
The trainer needs to tell the participants that they are not to interrupt the person when listening.

Overall notes – Lesson 4

Participants usually quite enjoy this session. The Johari window is a popular activity and helps the participants understand the concept of self-awareness and developing relationships much better. Because the participants have been working together for a while now, they also tend to be more comfortable with the activity in pairs at the end. Because there is a substantial amount of material to cover in this session and because the participants are usually fairly eager to participate, the trainer needs to be extra alert and mindful of time and instructions given.

This is an important lesson for yet another reason. For most participants, this will be the first time they will have shared personal information with each other in a formal setting, if at all. Thus, some participants enjoy the activity, while others may feel a bit uncomfortable. The trainer needs to tell the participants that this can be a fun activity for many participants, but also acknowledge that for some it can be difficult and that the participants are to share as much as they feel comfortable with.

Readings – Lesson 4

Reading 7 (R7): Johari window

Think about the people you know and with whom you have relationships. You will see that the people we feel closest to and trust the most are those who are willing to be open with us and who share a part of their personalities with us. This is why an important part of being self-aware and developing meaningful relationships is to talk to people and to give them a part of yourself. How much you choose to give and to whom is completely in your control.

	Known to Self	Not Known to Self
Known to Others	1 OPEN	2 BLIND
Not Known to Others	HIDDEN 3	UNKNOWN 4

The Johari Window, named after the first names of its inventors, Joseph Luft and Harry Ingham, is one of the most useful models describing the window to a person's personality in relationships.

A four paned "window," as illustrated above, divides personal awareness into four different types, as represented by its four quadrants: open, hidden, blind, and unknown. The lines dividing the four panes are like window shades, which can move, as others know more of one's personality.

Let us look at the 4 quadrants, using me as an example:

The "open" quadrant
This represents things that both I know about myself, and that you know about me. For example, I know my name, and so do you. You also know my hair colour and what I'm wearing from just looking at me. Any other basic information you guess about me or that I share when we first meet (where I'm from, etc.) is part of this quadrant. As we begin talking and more information is shared the window shades move down, placing more information in the open window.

The "blind" quadrant
This represents things that you know about me, but that I am unaware of. So, for example, you might notice that I might move my hands in a certain way, but not be aware of if it or I might be talking too softly for you to understand me and not realize. There may be many other habits of mine that others may notice, but I may be completely unaware of. Now it may not be important for me to be aware of every little thing that I do, especially if it doesn't affect anyone, but if there is something here that needs to be appreciated or changed, then I would need to know, and the only

way I can know is if you tell me. For this to happen, we would need to have a relationship in which you can give me feedback and I can ask you for feedback. When you give me this feedback, the open quadrant will start to open up further and this quadrant will become smaller. For example, the evaluation forms that we get participants to fill out after training are because we want their feedback

The "hidden" quadrant
This represents things that I know about myself that you do not know. For example, you may not know what my life has been like, where I grew up, how I feel about the war, etc. As we get to know and trust each other better, and I start to tell you more about myself, this quadrant will start to become smaller, thus enlarging the open quadrant.

The "unknown" quadrant
This represents things that neither I know about myself, nor you know about me. This includes motives, experiences and feelings that may be very deeply buried inside me, that neither one of us is aware of. In normal circumstances I do not need to actively try and open this window unless what I have buried is affecting someone, including myself. If so, I may then go into therapy or join more in-depth self-awareness courses. In most social situations, however, I do not need to try and expand this part of my personality.

Reading 8 (R8): Identity

Identity is defined as a set of behavioral or personal characteristics by which an individual is recognizable or defines him or herself. Physical or geographical ccharacteristics, beliefs, ideas, roles, etc. may be clear markers of identity. In other words, identity is the core of which one is.

Identity is a multi-layered concept. We may describe who we are in many different ways, depending on how meaningful various aspects of our identity are to us. For example, when asked to talk about our identity, some of us may describe ourselves first as human beings, others as Muslims, while others may identity themselves as Pakistanis. Others still may identify themselves in terms of the roles they play such as mother, policeman, etc. Yet others may include key personality traits in the description of their identity, such as loving, hardworking, lazy, etc., which may be described in either literal or symbolic terms (e.g. I am a cloud!). There is no wrong or right about how people identify. What is an important aspect of one person's identity may not be as important for another.

Thus, our identify or our understanding of who we are, may include the following:

- Our name or our family name
- Our gender
- Our cultural/ethnic/religious/geographical group (e.g. Pakistani, Muslim, Sindhi, etc.)
- Our socio-political group (e.g. communist, Jamaati)
- Our personal and/or professional roles (e.g. friend, doctor)
- Our core habits, activities, hobbies, etc. (e.g. vegetarian, runner)
- Our personality traits or skills (e.g. shy, assertive)

Activity material – Session 4

Introduction statements
- My family consists of….   - My strengths as a person are…   - What I cannot tolerate about….   - What I love…   - What I never want others to think, say or do…   - I feel nervous when….   - The most useful piece of feedback I ever received

Lesson 5: Identity and personality

Objective/s

- To increase participants' understanding of various aspects of their identity in relation to their personality, roles and traits
- To help the participants identify aspects of their identity they would like to focus on.

Activity 1: Personality

Time required:
5 minutes

Material needed:
- Poster/OH: Personality

Preparation needed:
- None

Outcomes:
- Participants will be able to define personality

Step 1:
The trainer asks the participants what they understand by the term "personality", and explains that personality is the patterns of behavior, thought and emotion unique to an individual. It is how an individual reacts and interacts and is often described in terms of traits.

Activity 2: Personal identity

Time required:
35 minutes

Material needed:
- Paper, pencils

Preparation needed:
- The trainer should individually do the activity him/herself before this lesson in order to be able to demonstrate it to the participants.
- Basic reading: The importance of prioritizing

Outcomes:
- Participants will be able to identify who they see themselves as.
- Participants will be able to identify issues in their role-time management and changes they would like to make.
- Participants will begin thinking of giving time to roles that are priorities for them

Method

- Pairs

Step 1
The trainer tells the participants that they will now be exploring their identities a little further in relation to their roles and traits. S/he asks the participants to write down on in their notebooks the answer to the question "who am I?" for themselves in 10 separate words (traits, roles, physical characteristics etc).

Step 2
The trainer asks the participants to make pairs with any of the people sitting next to them and quickly shares these responses with her/him.

Note:
Many participants find this activity difficult initially. The trainer may need to give examples, such as (hardworking, confident), roles (brother, husband, wife) and characteristics (tall, fair).

Step 3
The trainer asks the participants to make a *pie chart* or *round cake* divided into pieces whichever is easier for the group to understand, illustrating the amount of time in a typical week that they give to the various roles they play in their lives.

Step 4

The trainer quickly makes his/her own pie chart on the board to demonstrate this activity.

Step 5

The trainer asks the participants to show and explain their charts to their original partner.

Step 6

The trainer asks the participants to individually evaluate their own pie charts and identify what changes, if any, they would like to bring about in the amount of time or attention they give to the roles they play in their lives and to share these with their partner.

Note:

The trainer should give an example of changes s/he would like to make in his/her own pie chart, e.g. "I would like my work portion to be smaller, and give that time to my family instead."

Step7

In the large group, the trainer asks the participants what sort of changes they would Like/need to make, and takes a few responses.

Step 8

The trainer discusses with the participants the importance of analyzing and readjusting one's time to accommodate roles that are priorities, including time for oneself.

Overall notes – Lesson 5

The trainer needs to ensure that the instructions for this activity are clear and understood by all. This is why giving good examples and demonstrating the different parts of the activity is so important. There is also a need during this session to ensure that the discussion is going in the right direction and there are some important points to be made. The trainer will need to play a proactive role in this, and draw the important learning from the participant's discussion. The trainer must emphasize the point that we all need to ensure that it is we who control our time and not let time control us completely. If there are areas in our lives (roles, dreams, etc) that are meaningful to us, but are not getting due attention, we need to reassess our life styles and make adjustments (i.e. cut down in other areas) to make time for the important ones. Typically, family life absorbs women's lives, leaving little time for any self-development or entertainment. If these areas that are important, then women need to take some (it is up to individuals how much) time out of their family life and put that into other things. With men the pattern tends to be the opposite. So much of their lives are taken up by work, that there is little quality time left for the family.

Sample responses – Lesson 5

a) Who am I?
Father Husband Teacher Pakistani Muslim Loving Friend Lazy Tall Peace-loving

b) Pie chart

Kids

friends

Work

studies

hobbies
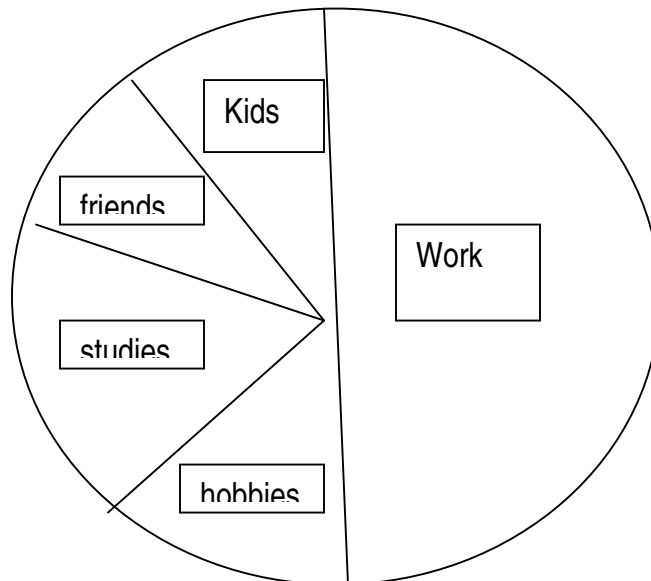
Readings – Lesson 5

Reading 9 (R9): Personality

Personality refers to the patterns of behavior, thought, and emotion unique to an individual, and the ways they interact to help or hinder the adjustment of a person to other people and situations. It may be considered as the sum total of ways in which an individual reacts and interacts with others. This is most often described in terms of personality traits that a person exhibits, such as reserved/ outgoing, submissive/dominant, passive/aggressive, relaxed/tense, etc.

Although many personality traits are consistent over time, people and situations, many others are not. For example, a man may be known as a very good-natured person at work, but as a short-tempered person at home. A woman may be a very loving and gentle wife, but a very strict teacher. A child may be shy and quiet at school, but a terror at home. Similarly, a person may have been known to be an outgoing and fun-loving person in college, but may be a home-loving and quiet person in his/her old age.

The fact that our personalities change both in the short-term (with different situations and people) and long-term (over time) brings an important point to our attention – that personality traits are not necessarily permanent or written in stone. They are changeable and, therefore, in our control to some extent. For example, in the examples above, if the woman can be gentle with her family, she can, if she wishes to and makes a conscious effort to do so, also be gentle with her students. Clearly, gentleness is not a new trait she needs to learn; it is already part of her personality (i.e. with her family), and needs only be shifted to a different role (as a teacher). Similarly, if the man can control his temper and be good-natured with his colleagues and his boss, he can, if he wishes to and makes a conscious effort to do so, control his temper with his family. Again, control over his temper and a good nature are not new traits he needs to learn; they are already part of his/her personality (i.e. with his colleagues, and need only be shifted to a different role (as a husband and father).

Reading 10 (R10): The importance of prioritizing

- We all want to do and be many things and to play the many roles we have - parent's siblings, spouses, children, friends, professionals, etc.
- Although each of these roles, dreams and responsibilities are important and make us who we are, we cannot do justice to all of them. We must, therefore, identify our priorities and readjust out life styles to accommodate those that are the most important for us, even if it means cutting down on the others.
- Along with priorities involving other people (e.g. more time with spouse and children), it is also important to give ourselves self-time to do things that we as individuals, and not just as parents, spouses, children or professionals, want to do, such as pursuing our hobbies, self-development, etc.
- This would also allow us a lot more time to get to know ourselves and to reflect on our lives.
- Taking this time out for people and activities that are important to us, including ourselves, needs to be a conscious effort. For example, someone who wishes to make time for him or herself may plan to get up 15 minutes earlier than usual in order to take a walk in the morning. Someone wishing to spend more time with the family, for example, may need to cut down on socializing on weekends.
- Taking care of ourselves allows us to take care of others better and to meet our responsibilities in an improved manner.

Lesson 6: Personality development

Objective/s

- To increase participants' understanding of personality development
- To increase participants' understanding of how life experiences have an impact on personality.

Activity 1:Personal traits and roles

Time required:
10 minutes

Material needed:
Participants' who am I? Lists
Paper and pencils

Preparation needed:
None

Outcomes:
Participants will be able to understand that some personality traits are consistent while others vary from situation to situation or role to role.
Participants will be able to identify which of their own personality traits are consistent and which vary from roles to role.

Method

- Interactive presentation

Step 1:
The trainer asks the participants whether they think that personality traits are consistent across situations or whether they change from person to person or situation to situation.

Step 2:
After taking a few responses, the trainer explains that while some traits are consistent across situations, most people also have personality traits that change from role to eole. For example, a man may be aggressive with his wife when he is angry at something she has done, but does not show any aggression towards his boss even when he' angry. Similarly, a woman may be the strictest teacher at school, but be the most loving mother.

Step 3:
The trainer makes the point that this flexibility in some personality traits is important to understand because this shows that our personality traits are in our control because if we can control them in one situation, we can control them in others if we want to and if we make an effort.

Step 4:
The trainer returns the participants' *who am I?* Charts to them.

Step 5:
The trainer asks the participants to ensure that they have at least 4 or 5 traits on their lists. If not, they are asked to add some.

Step 6:
The trainer asks the participants to think about these traits and identify which ones are consistent across roles and which ones are more role-specific.

Step 7:
In the large group, ask the participants whether their traits were generally consistent or varying, taking only a few quick responses.

Activity 2: Personality development

Time required:
10 minutes

Material needed:
OH: Personality development
Handout: Personality development

Preparation needed:
• Basic reading: Personality development

Outcomes:
Participants will be able to identify the determinants of personality development.

Method

• Interactive presentation

Step 1:
The trainer asks the participants what they think the factors determining personality are, and writes them down on the board.

Step 2:
The trainer explains that personality is determined by a combination of factors: heredity, environment and a situation, and gives a few examples of each from the list the participants have generated.

Activity 3: Life experiences and personality development

Time required:
20 minutes

Material needed:
OH/Poster: Personality development
OH/Poster: Life experiences
Handout: Personality development
Handout: Life experiences

Preparation needed:
- Basic reading: Personality development
- Basic reading: Life experiences

Outcomes:
Participants will be able to identify life experiences that have an impact on one's personality.

Method

- Interactive presentation

Step 1:
The trainer asks the participants what sort of life experiences or messages would affect how one's personality develops.

Step 2:
The trainer shows the participants the *Life experiences* OH or poster and briefly goes through its contents, outlining the range of experiences and childhood messages that may have an impact on personality development.

Step 3:
The trainer discusses with the participants the kinds of effects life experiences might have on an individual's personality.

Step 4:
The trainer makes a closing point that we have both positive and negative experiences in our childhood and the rest of our lives. The positive messages and experiences make us feel good about ourselves and have a positive impact on our personalities. The negative messages may hurt us and have a negative impact on us. Even the best and most well

meaning parents sometimes give negative messages or behave in harmful ways without realizing how it affects children's personalities. We need to understand the negative impacts such experiences have had on us so that we can change them.

Step 5:
The trainer asks the groups why it is important for policemen and women to be aware of how their personalities have developed, and takes a few responses.

Overall notes – Lesson 6

Participants tend to find this class both interesting and useful. However, depending on the kind of discussion that takes place and the information, shared it may also become an emotional session for some participants. The trainer needs to be able to control the environment and ensure that it does not get too emotional and personal, while still allowing the participants to talk about some of their experiences if they wish to do so. If some personal information is shared, the trainer needs to re-emphasize the confidentiality rule. Some participants may also react negatively to parts of this lesson, perceiving it as criticism of their parents or families. The trainer needs to handle this carefully and ensure that s/he clarifies that this discussion is not about criticism or blame, but about identifying both positives and negatives about people and situations in our childhood. Even the best parent with the best intentions makes mistakes, and it is only when we identify these mistakes that we can change their impact, if any, and ensure we don't make the same mistakes with our children. The trainer needs to point out that this lesson is an important point for the police because often police personnel seem stuck in certain kinds of roles that they are expected to perform. For example, exercising unlimited power over people and aggression, etc. are traits that are strongly associated with the police. Whether these are common stereotypes or traits that are actively encouraged within the police force, it is important to understand that they are not necessarily permanent and with some self-awareness and effort, can be brought under one's own control.

Readings – Lesson 6

Reading 11 (R11): Personality development

There are many psychological theories on personality development, focusing on different factors influencing personality development. No one theory offers a full explanation. For example, theorists who claim that heredity (e.g. genes) determines an individual's personality at birth, ignore the fact that people's personalities may change over the years as they interact with their environment and encounter different situations. If heredity was the only or even the main factor in determining personality it would be impossible or very difficult to change any personality traits. It is therefore, more correct to say that our personalities are a combination of 3 main factors.

- **Heredity**

Characteristics that we inherit from our parents at birth.

- **Environment**

Our early family and social environment norms and teaching, the culture in which we were raised, our childhood experiences, our relationships. The environment we are exposed to plays a critical role in shaping our personalities.

- **Situation**

Different situations we encounter place different demands on us and therefore, while our personalities may be generally stable and consistent, they may also change from situation to situation. Certain situations may be more likely to bring out different aspects of our personalities than others.

Reading 12 (R12): Life experiences that have an impact on us

- **Health status**

Have I been healthy or have I encountered a serious illness or disability?

- **Financial circumstances**

- Has there been a lot of financial stress or have we been financially secure? *Having too much money can also affect us in terms of our attitudes towards money and people.*

- **Family status**

- Have all my close family members always been there or have I lost someone through death or separation of some sort (e.g. divorce or living overseas, etc.)

- **Parenting style**

- Were my family's disciplining styles effective or was there too much or too little discipline in our house?
- Did I get enough attention or was I neglected…or did I get too much attention?
- Was I made to feel valuable by my family, was I encouraged or was a put down or criticized a lot?

- **Parental relationship**

- Did my parents get along well with each other or was there a lot of fighting or violence? ,

- **Emotional and physical safety**

- Have I felt safe and secure…or has there been physical, emotional or sexual abuse by family member, acquaintance or outsiders?
- Have there been any other distressing or traumatic experiences that I have encountered such as a serious injury, earthquake, flood, war, etc?

- **Emotional well being.**

- Have my family and I been generally happy or has there been severe stress, such as financial problems, illness, drug or alcohol-related problems, too many responsibilities or others?

- **Relationships**

- Have I had good and supportive relationships with people around me (family, friends, teachers, etc.) or have I been lonely? Has there been mistrust, aggression, lack of communication, etc.?)

- **Adjustment at school**

Was I happy and well adjusted at school or was I unhappy, lonely and unvalued? Did I perform well? Am I happy and well adjusted at work?

Lesson 7: Self-esteem

Objective/s

- To increase participants' understanding of self-esteem
- To increase participants' self-esteem and sense of self-worth

.

Activity 1: What is self-esteem?

Time required:
10 minutes

Material needed:
OH/poster: Self-esteem
Handout: Self-esteem

Preparation needed:
Basic reading: Self-esteem

Outcomes:
Participants will be able to define the concept of self-esteem

Method

- Interactive presentation

Step 1:
The trainer asks the participants what they understand by "self-esteem" and takes a few responses.

Step 2:
The trainer presents the concept of self-esteem, explaining that self-esteem refers to the value we place on ourselves and it is determined by a number of factors, such as our life experiences, childhood, relationships, etc. A high self--esteem means liking and respecting yourself, for the most part, as you are.

Step 3
The trainer explains that there are 5 components of self-esteem: security, belonging, competence, identity and purpose.

Step 4
The trainer asks the participants why self-esteem and its components are important for policemen and women, and explains that self-esteem and self -confidence allow individuals to perform better, to understand and serve others better and to work towards self-improvement. It gives people a sense of achievement, the motivation to continue to do well and respect for others as well as for themselves. For institutions such as the police, whose main responsibility is to serve people, these qualities are extremely important

Activity 2: Ways of Improving self-esteem

Time required:
10 minutes

Material needed:
None

Preparation needed:
Basic reading: Self-esteem

Outcomes:
Participants will be able to identify ways of improving self-esteem.

Method

• Interactive presentation

Step 1:
The trainer briefly discusses possible ways of improving one's self-esteem, such as being aware of one's strengths, not judging oneself against unrealistic standards, positive self-talk, etc.

Note:
The trainer needs to give examples of these concepts. For example, unrealistic standards could be that one expects oneself to be perfect at everything and never make any mistakes. Positive self-talk could mean reminding oneself of achievements in the past or telling oneself that one can achieve if one makes the effort, etc.

Activity 3: Personal achievements

Time required:
20 minutes

Material needed:
None

Preparation needed:
None

Outcomes:
Participants will be able to identify their own achievements and strengths.

Method

• Small groups

Step 1:
The trainer asks the participants to take a few minutes and think of 2 achievements in their lives, emphasizing the point that achievements can be anything that they feel proud of.

Step 2:
The trainer hands out a *strength sheet* to each participant.

Step 3:
The trainer divides the participants into pairs and gives them the following instructions for the group activity:

• Each participant is to take turns *briefly* telling her/his achievements to their partner.
• After each response, the participant and partner together identify their own strengths in relation to their achievements, i.e. what strengths must the person have had in order to achieve what s/he did. They may use the strength sheet for help.
• Each participant is to circle his/her identified strengths in his/her own sheet.

Step 4:
The trainer asks the participants to write their names on their strength sheet and return them to the trainer for later use.

Note:
The trainer needs to clarify that these sheets are not being collected for assessment purposes and will not be shown to anyone. They will remain with the trainer and only be used for the certificates at the end.

Step 5:
The trainer asks participants how they felt doing the exercise and takes a few responses.

Overall notes – Lesson 7

This is usually an enjoyable session for participants. The trainers need to explain to the participants that achievements need not be anything spectacular. Anything they have done that they are proud of, that makes them feel worthy, useful and good about themselves, is an achievement. This may be helping a friend, winning a match, giving up a bad habit, etc. The trainer also needs to explain to the group that the strengths they choose for a person are not general qualities they know that person possesses; they are to correspond with the achievements the person has identified for herself. For example, if someone says s/he helped a friend through a very difficult time that might show that the person is caring and helpful.

The trainer needs to emphasize the importance of self-esteem for the police, making the point that policemen and women who respect themselves and have confidence in themselves, are much better able to perform their responsibilities effectively. They are also better able to inspire confidence and trust in others, which is an important task for the police.

Readings – lesson 7

Reading 13 (R13): What is self-esteem?

In simple terms, self-esteem is "the value we place on ourselves"

- A high self--esteem means liking yourself, for the most part, as you are.
- You can have OK self esteem and still have occasional bouts of self-doubt.
- Self-esteem means recognizing your own achievements
- Self-esteem means liking your own uniqueness
- Self-esteem means having intrinsic worth
- Self-esteem is compatible with humility, which is not the same as self-effacement.
- Self-esteem does not mean seeing yourself as the greatest person in the world.
- It's not the same as being conceited.
- It does not mean that you never see any of your faults or limitations
- The right balance should place you mid-way between grandiosity and self-effacement.
- Some examples of people who have low self-esteem are those who try too hard and become very competitive and over-achievers. They have few actual feelings of "self-worth" and try to show that they are someone by their successes and achievements or by putting other people down and through aggression

The components of self-esteem

- Security (how safe you feel in your life)
- Belonging (people you connect to, your place in their lives, how accepted you feel)
- Competence (what you do well or would like to or could learn, what your achievements are)
- Identity, Who you are (who you are, what you stand for, what you believe in)
- Purpose (what makes you happy and gives your life meaning, what vision you have for your life)

Ways of improving and maintaining a healthy self esteem

- Be aware of your strengths and limitations
- Be sure that you are not judging yourself against unreasonable standards. Forgive yourself for your mistakes.
- Celebrate your strengths and achievements.
- We are so used to negative feedback that we are more aware of our weaknesses.
- Set achievable targets and get regular feedback.

- Change the way you talk to yourself - stop putting yourself down.
- Identify constructive and realistic ways of working on your limitations

Activity material – Lesson 7

Strengths sheet

- Caring - Friendly - Loving - Honest - Calm - Funny - Sense of humour - Determined - Strong - Self-confident - Assertive - Kind - Inspiring - Gentle - Analytical - Intelligent - Good communicator - Good manager - Talented - Creative	- Respectful - Trustworthy - Loyal - Reliable - Dependable - Quick-witted - Flexible - Mature - Organized - Understanding - Supportive - Good planner - Sensitive - Good listener - Clear-headed - Articulate - Easy going - Relaxed - Level headed - Fun	- Genuine - Straightforward - Down to earth - Tolerant - Entertaining - Brave - Adaptable - Fun-loving - Active - Self-respecting - Accepting - Fighter - Aware - Hardworking - Focused - Open - Alert - Energetic - Encouraging - Cheerful

Lesson 8: Prejudice

Objective/s

- To increase participants' understanding of prejudice in general, and towards the police in particular

Activity 1: What are prejudice and stereotypes?

Time required:
10 minutes

Material needed:
OH/poster: Prejudice and stereotypes
Handout: Prejudice and stereotypes

Preparation needed:
Basic reading: Prejudice and discriminatory behavior

Outcomes:
Participants will be able to define prejudice.

Method

- Interactive presentation

Step 1:
The trainer asks the participants what they understand by the term prejudice and takes a few responses

Step 2:
The trainer presents basic information on prejudice and stereotyping, explaining that prejudice is an unsubstantiated prejudgment of and a negative attitude towards an individual or an entire category of people, often an ethnic, religious or racial minority or gender, and that the hostility that prejudice can produce and the discrimination to which it may lead toward an ethnic group, gender, religious or linguistic minority have caused great human suffering throughout history.

Step 3:
The trainer explains that prejudice is the process of denying opportunities and equal rights to individuals and groups because of prejudice and other arbitrary reasons. The biased attitudes of prejudiced people often lead to discriminatory behavior.

Activity 2: Prejudice against the Police

Time required:
20 minutes

Outcomes:
Participants will be able to identify the kinds of prejudices the society holds against the police and its effects.

Method

- Discussion

Step 1:
The trainer writes the word "police" on the board and asks the participants to call out what they think the general society thinks when it comes to the police, reflecting the image of the police. The trainer writes these responses on the board.

Note:
The trainer may need to add to the list stereotypical characteristics such as lazy, corrupt, inefficient, violent, stupid, crude, rude, etc.

Step 2:
The trainer discusses the following with the participants:

- *Are all the characteristics true and are they true for all policemen and women?*
- *Do these stereotypes affect the police? How? (e.g. morale, performance, self-esteem, motivation, etc.)*
- *How do these stereotypes affect society? (e.g. the society loses out on an important source of security because they do not trust the police.*

Overall notes – Lesson 8

This can sometimes be a sensitive and complicated activity. For this class, the trainer also needs to identify and analyze his/her own prejudices and ensure that they do not influence the discussion in a negative way. Sometimes participants have strong opinions about certain groups of people and do not realize that these are not based on anything factual, but only opinions they have heard or seen on TV, and are, therefore, prejudice. People also find it hard at times to see the effect that such attitudes have on people and societies... The trainer needs to emphasize these effects and make the point that a healthy society needs to have in it people of different kinds; this is what makes societies develop further. If all people were the same, there would never be new ideas or healthy changes. The trainer might want to use Islam and Muslims as an example. In many Western countries, Muslims face a lot of prejudice from people around them, and this affects their adjustment and self-esteem. In turn, this also affects the societies they live in because those societies then are deprived of the contribution that Muslim migrants can make. So, when we hold prejudices against people, we all lose.

The trainer will need to point out that as people whose work involves daily dealings with people of all kinds and from all backgrounds, policemen and women need to be particularly aware of their own prejudices and on how it affects their work. A conscious effort needs to be made by every policeman and woman to challenge these prejudices and to ensure that their work is based on concepts of justice and equality for all human beings

Readings – Lesson 8

Reading 14 (R14)

Prejudice and Discriminatory Behavior

Prejudice *is* an unsubstantiated prejudgment of, and a negative attitude towards an individual or *an entire category of people, often an ethnic, religious or racial minority or gender.* Resenting people for their actions does not signify prejudice. However, stereotyping them on the basis of characteristics such as race, ethnicity or religion is a form of prejudice. Some researchers attribute prejudice to deep-rooted "fear of the stranger," while others cite religious or nationalist chauvinism or fear of economic competition or more commonly to the social factor **ethnocentrism**- the tendency to assume that one's culture and way of life are superior to all others. Structural factors, enforced by social institutions, such as government, religion, education and the economy also contribute to prejudices.

The hostility that prejudice can engender and the discrimination to which it may lead on the part of a dominant population toward an ethnic group, gender, religious or linguistic minority have caused great human suffering throughout history

Discrimination *is the process of denying opportunities and equal rights to individuals and groups because of prejudice and other arbitrary reasons.* The biased attitudes of prejudiced people often lead to discriminatory behavior.

Prejudiced *attitudes* should not be equated with discriminatory *behavior.* Although the two are generally related, they are not identical. Prejudice is related to the attitudes of people, while discrimination involves practical actions against others, and one condition can be present without the other.

Most, however, agree that prejudice is learned and can be reduced when members of different communities work together. Since prejudice and discrimination each contribute to the origin and growth of the other, removing discrimination can reduce prejudice, and a change in discriminatory institutions usually leads to a change in attitudes.

Source: Shaefer, R.T. & R.P. Lamm, 1983, *Sociology*, International Edition, McGraw-Hill Inc.

A Stereotype is a simplified mental picture of an individual or group of people who share a certain characteristic (or *stereotypical*) qualities. The term is often used in a negative sense, and stereotypes are seen by many as undesirable beliefs which can be altered through education and/or familiarisation.Common stereotypes include a variety of allegations about various racial groups, predictions of behavior based on social status and wealth and allegations based on sex.

Lesson 9: Prejudice

Objective/s

- To increase participants' understanding of prejudice and its destructive impact.

.

Activity 1: Groups vulnerable to prejudice and effects

Time required:
20 minutes

Material needed:
None

Preparation needed:
None

Outcomes:
- The participants will be able to identify the groups that are vulnerable to prejudice and the effects of prejudice on the development of a society

Method

- Interactive presentation

Step 1:
- The trainer asks the participants to brainstorm on groups that are particularly prejudiced against, and writes down the responses onto a flip chart.

Note:
If needed, the trainer needs to add important prejudices that have not been mentioned, such as women in general (especially, single or divorced women, victims of rape, actresses, leaders), poor people, effeminate men, ethnic groups (e.g. Shias, non-Muslims, NGO workers, police, etc.).

Step 2:
The trainer asks the participants which of these prejudices are common in Pakistan.

Step 3:
The trainer briefly discusses with the participants the following:

- Where do you think these prejudices come from?

- What do you think the impact of such prejudices is on individuals and society?

- How would prejudice by the police affect police work?

Activity 2: Personal experience with prejudice

Time required:
10 minutes

Material needed:
None

Outcomes:
Participants will be able to identify the kinds of prejudices they hold and have faced, and the feelings that accompany them.

Method

Step 1:
The trainer asks the participants to take a minute and think of a) 1 prejudice that they hold against a certain group and b) a prejudice that they face individually.

Step 2:
The trainer divides the participants into pairs and asks them to briefly tell their partners what prejudices they hold and face.

Activity 3: Challenging prejudices

Time required:
10 minutes

Material needed:
Hand-out: Myths about prejudice reduction

Preparation needed:
Basic reading: Myths about prejudice reduction

Outcomes:
Participants will be able to identify ways of challenging their own and the society's prejudices

Method

- Interactive discussion and pairs

Step 1
The trainer asks the participants how these prejudices can be challenged and changed and takes a few answers.

Step 2:
The trainer makes the point that everyone is affected by prejudice. Yet that not every problem that one person has with another is because of prejudice. Sometimes there may be very valid reasons for it. For example, it may be that a manager who happens to be a Sunni yells at his employee who happens to be a Shia. The manager may have a good reason for it, or he may generally be an aggressive person, or he may simply not like that particular employee's personality, or he may have just had a bad day and that employee happened to be the first person, he let it out with! It is important therefore, to base your opinion on whether something is prejudicial or discriminatory on a number of factors, such as what the aggression is based on (is there a valid reason, based on accurate facts or is the prejudiced person or group jumping to unfounded conclusions?), whether the prejudiced person or group behaves that way with everyone, with just that person, or a particular group of people?, etc.

In order to reduce these attitudes people need to learn more about people they are prejudiced against and try and find common ground. It may also help to prioritise for themselves what they think is important for a good person and good society. As human beings they also need to think about how they feel when they face prejudice, and how it affects them, and then extend this to other people. Damaging an individual's or a group's

self-esteem makes them less productive and therefore, affects the whole society. It is important to realize that difference is not necessarily bad, and that it is through a combination of different types of people, that human and social development occurs. This is also the message of Islam, which focuses on equality and justice. When we are prejudiced, we violate both these principles.

Step 3:
The trainer divides the participants into pairs and asks them to identify and share with each other one concrete action they will now make in order to change their own prejudices.

Overall notes – Lesson 9

This lesson can be a sensitive lesson for some participants firstly because there are often strong and deeply ingrained opinions about the groups that are prejudiced against and secondly because a discussion of personal prejudices can be threatening. The trainer, therefore, needs to handle the issue carefully and focus on the damaging aspects of prejudice and the fact that every individual not only holds, but also faces prejudice at various levels. By identifying early on the prejudices that the trainer him/herself holds and faces may help to encourage the participants and allow them to feel more comfortable. When talking about challenging these prejudices, the trainer may also want to talk about some group that s/he used to be prejudiced against, but changes his/her opinion of once more information about that groups was gained and once /she realized that essentially the needs, emotions, dreams, of all people are the same and that all of them deserve justice.

Sample responses – Lesson 9

Examples of groups vulnerable to prejudice

- People of certain religion (e.g. Muslims in non-Muslim countries, Christians in Pakistan)
- Certain religious sects
- Certain racial groups (e.g. black people in White countries)
- Women (particularly women who are single, divorced, victims of sexual assault, etc.)
- Poor people
- Certain occupations (e.g. cleaners)
- People of a certain appearance (e.g. colour, physique)

Where do you think these prejudices come from?

- Society
- Family
- Social circle
- Media
- Educational system
- Misconceptions about religion
- Lack of ability to analyze information we receive from around us, etc.

What do you think the impact of such prejudices is on individuals and society?

- Lack of self-esteem and self-confidence in individuals
- Lack of motivation in individuals
- Aggression and anger in individuals
- Individual performance may be affected
- Lack of national unity
- Civil unrest
- Ethnic and religious violence and discrimination
- Violence and discrimination against women
- Slow national development and progress
- Low self-confidence and lack of commitment as a society
- Dissatisfied citizens and therefore, low level of performance
- Massive migration from Pakistan, etc.

Lesson 10: Power

Objective/s

- To increase participant's understanding of the role of power and its dynamics in their lives

.

Activity 1: Defining power, its types and sources

Time required:
40 minutes

Material needed:
OH/Posters: Types of power

Preparation needed:
Basic reading: Types of power
Additional reading: Nine types of power.

Outcomes:
- Participants will be able to define "Power", identify its types, sources and dynamics.

Method

- Interactive presentation

Step 1:
- The trainer tells the participants that today's session focuses on power in society.

Step 2:
The trainer discusses the following questions with the participants:

- Who holds power in the society (e.g. the government, army, politicians, landowners, big families, educated people, businessmen, Muslims, certain religious sects or ethnic groups, religious parties, men in general, etc.)?

- What is this power based on (money, gender, position, family back ground, religious/ethnic majority, connections, skills , education, life experience, personality characteristics such as charisma, intelligence, etc.)?

- Who holds the least power in the society (e.g. poor people, women, religious/ethnic minorities, villagers, common people, children, disabled people, etc.

- What kind of power do you feel most suppressed by in your work?

Step 3:
The trainer notes these down on the whiteboard, adding what is necessary.

Step 4:
The trainer presents the 4 types of power that exist, making the point that *power over* is the most destructive source of power, which takes other people's power away. *Power to* and *power with* are both helpful types of power, but it is *power within* that makes people give *power to* and get involved in *power with*.

Step 5:
The trainer asks the participants to give examples of the 4 types of power in their work, including when they might have used any of the 4 types themselves.

Step 6:
The trainer links this to prejudice, emphasizing the point that prejudice is linked to power because being in a majority (dominant class) can also be a source of power, which is why minority communities often suffer. Yet position is sometimes an even bigger source of power, which is why women are also prejudiced against. Similarly, sometimes money can be an even bigger source of power, which is why the poor are discriminated against even though they may be in a majority. This kind of power also explains why judges or senior police officers can be bought even though they occupy a higher position than the criminals.

Readings – Lesson 10

Reading 15 (R15): Types of Power

Power over:
Power that people use to control others, to exert and force their authority (e.g. society over people, men over women, parents over children)

Power to*:*
Power that we give to other people, for example through education or information

Power with*:*
Collective power, for example the power of joint action or through groups

Power within:
The personal power and strength that we have inside, for example self-awareness, confidence, personal commitment, decision-making, assertiveness.

Lesson 11: Personal power

Objective/s

- To increase participants' understanding of situations in which they feel powerful or powerless.
- To explore ways of increasing the "power within" (personal power)

.

Activity 1: Personal powerlessness and power

Time required:
25 minutes

Material needed:
None

Preparation needed:
None

Outcomes:
- The participants will be able to identify areas in which they feel powerless and powerful

Method

- Small groups

Step 1:
The trainer asks the participants to call out responses to the following question:

- As policemen or women, what makes you feel *powerless?*

Step 2:
The trainer asks the participants to call out responses to the following question:

- As policewomen or men what makes you feel *powerful?*

Step 3:
The trainer discusses the following:

- *What is it about the powerless situations that make you feel powerless?*
- *Do you feel these powers in your everyday life?*
- *Is a powerful person always powerful?*
- *What brings about changes in power?*

These questions are meant to encourage participants to express their feelings about power – there is no right or wrong answer. The role of the trainer here is simply to lead the discussion, let the participants speak and to acknowledge what they are saying. In the last 2 questions, however, the trainer needs to make a couple of important points. The trainer needs to clarify that people are only powerful until the powerless people keep giving them the power. By building exercising one's power to (by giving other people resources) and power with (in a group for example) and one's power within, one can start to take power away from people and systems that use power over.

Activity 2: Personal power (power within)

Time required:
15 minutes

Material needed:
OH/Posters: Personal Power
Hand-out: Personal power

Preparation needed:
Basic reading: Personal power

Outcomes:
The participants will be able to identify ways of increasing their personal power

Method

- Brainstorming

Step 1:
Discuss possible ways of increasing one's personal power, such as self-awareness, self-esteem, the learning of skills, seeking feedback, analyzing issues, gaining information, social awareness, working in groups, etc.

Step 2
The trainer divides the participants into pairs and asks them to identify to each other one situation in which they currently feel powerless that they will try and change into a more powerful one.

Overall notes – Lesson 11

This lesson may get emotionally intense for some participants as connecting with and recognizing areas of their lives where they feel powerless can be difficult. The trainer will need to maintain a good balance during this session, allowing on one hand for the participants to think about when they feel they have little control over their circumstances and on the other, to keep their motivation levels up and to continue to think about how they can use their power in positive ways. It is important that the focus remain on personal power and not on personal powerlessness. One way of doing this may be by acknowledging at the beginning of the lesson that this is a difficult exercise, but that all human being feels powerless about some things at some point in their lives, and that it is important to identify these areas so that one can distinguish between those that really are out of our control (and to accept them) and those that we only think are out of our control, but may actually be possible (and therefore, to think of ways of changing them). After the first part of this lesson (identifying powerlessness situations), the trainer will need to create and maintain a level of positive energy in the group and to keep the focus on how every individual has power within and can use this power to make significant differences in their own and the society's life. The trainer may wish to give examples of his/her own life to demonstrate this point, or ask for a couple of examples from the participants where they managed to get through a situation that seemed very difficult at the time. The trainer can then make the point that there are 2 ways in which people may react to situations where they feel powerless. They can become depressed and give up, and use this feeling as an excuse for not making an effort to bring about change, or they can look at these situations as a challenge and put their energies into finding ways of addressing them. People who see such situations as challenges and keep up their struggle to address them using their power within are much more likely to be successful people than those who tend to give up.

Readings – Lesson 11

Readings 16 (R16) - Power, powerlessness and personal power

- The sense of power is experienced when you feel in *control of your life*.
- Power is the ability to *achieve goals.*
- Power is the ability to *influence others*.
- A significant source of power is the ability to *communicate effectively*.
- Your enthusiasm, optimism, energy level, *self-esteem and personal freedom* are all closely linked to your sense of power.
- Personal power is the ability to *achieve what is meaningful and important for you.*
- More than anything else, it is *personal power that brings you success and happiness.*
- The feelings of powerlessness, negativity, helplessness, and inertia are the biggest barriers to power. It is not just our own powerlessness, but also the powerlessness of those around us that are the problem.
- *Human choice is the greatest power* on earth – to some extent, we choose our lives and circumstances, jobs, relationships, friends, the quality of our relationships and friendships, homes, etc.
- Even the problems of the world - war, crime, drugs, pollution, poverty, starvation, etc. inflation, and all the world's achievements - peace, wealth, health, technology, are results of individual and collective human choices.
- Yet there are also some events that do occur that we didn't choose and had no power over.
- Any individual, *through the power of individual choice*, can set in motion a process whereby changes (good or bad) occur and spread. Making such a choice, expressing such a desired result, it is not necessary to know how that result will be achieved. It is not even necessary to know that the result can be achieved.
- As worthwhile human beings, we all express **– and *should express our power - feel that we are in control.***
- Helplessness is the opposite of power. Many people are stuck in helplessness and hopelessness. Helplessness can be a trap – if feel helpless you also tend to feel helpless about your helplessness.
- Some times the actions we take to change a situation have no effect. When this happens again and again, we learn to be helpless, believing that nothing we do will have any effect, and so we begin to feel helpless in almost every situation. This is called learned helplessness.

- Helplessness, then, can be recognized by a lack of motivation and energy, an inability to link actions to results, blaming others and external factors, negative emotions (depression, hopelessness, frustration, anger, pessimism, etc.)

Lesson 12: Self-assessment on *Self-awareness*

Objective/s

- To help participants identify and review their learning of the self-awareness section.

Activity 1: Self-assessment

Time required:
40 minutes

Material needed:
None

Preparation needed:
None

Outcomes:
- The participants will be able to identify their learning from the self-awareness section and identify areas they would like to work on further

Step 1:
The trainer hands out the self-assessment to the participants and asks them to fill it out.

Note:
The trainer needs to tell the participants that they may write as many learnings and details that they like. The aim here is not to write what they liked, but what learning/points they got from these sessions. For example, "I learnt that personality traits could be changed."

Step 2:
The trainer discusses with the participants which parts of the section they found most useful and which ones they would like to work on more.

Self-assessment form

My main learning about emotional attitudinal change is that

_____

_____

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My main learning about emotional intelligence (EQ) is that

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My main learning about self-awareness is that

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My main learning about identity is that

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My main learning about childhood messages and experiences is that

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My main learning about life experiences is that

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My main learning about self-esteem is that

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My main learning about prejudice is that

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My main learning about power is that

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My main learning about personal power is that

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_____

_____

Life skills

SECTION (B): LIFE SKILLS

LEVEL: 2

Constables/ Head Constables

Rationale

The second section of the attitudinal change module covers *life skills*. This refers to the self-development skills every individual needs in order to enhance his/her performance in life, or in other words, his/her emotional intelligence (EQ). As discussed at the beginning to attitudinal change module, interpersonal communication skills and the ability to manage one's emotions are important components of EQ.

Life skills constitute an important part of the attitudinal change module. We do not live in isolation; we are all essentially social beings, and our success in life, both personal and professional, depends, therefore, on how we relate to people. Research on EQ indicates that the ability to exercise control over one's own emotions and behaviour and to communicate effectively allows individuals to connect with other people and to build healthy and mutually respectful relationships. Fortunately, these are skills that can be learnt and improved. We learn from people around us, from training, from practice and from understanding the concepts behind them.

Every individual needs healthy life skills, but for certain professions like the police, the importance of such skills cannot be over-emphasised. The people who approach the police are typically people who are in some amount of distress. The way the police respond, talk to and listen to them can make a huge difference to their level of comfort and to the quality of service they receive. Data comparing results of police investigations from the developed countries, and Pakistan, show that the police in Pakistan are not any less skilled that others in solving cases. However, it is in the area of interpersonal communication, both verbal and non-verbal, where there seems to be a need for improvement. A police force that demonstrates healthy and effective communication skills is much more likely to be relied on

and respected by the general community than one that people fear, ridicule and would rather avoid contact with.

Preface

This section comprises 13 lessons, covering a range of topics, allowing the participants an opportunity to increase their understanding of and learn:

- What the components of good communication skills, both verbal and non-verbal are
- What communication tools are useful and how to use them
- What feedback is, why it is important and how to use it effectively
- What kinds of interpersonal behaviour people exhibit and how to become more assertive
- How to manage one's anger
- How to manage day to day pressure

As in the self-awareness section, these exercises are highly interactive and participatory. There is significantly less personal sharing, and much more skill-development. Most participants find this section to be both useful and fun.

Special notes on the Life Skills section for trainers:

As this section is more interactive, the trainer needs to be alert, energetic and analytical at all times. Compared to the self-awareness module, which is more conceptual, the life skills module is aimed at teaching very specific skills, and thus, requires concentration, quick thinking and the ability to build linkages between theory and practice. Throughout the section, the trainer needs to be able to relate the theory and concepts being taught to the police's day to day work. All the activities work best when participants can relate to them personally as well as professionally.

There are times the trainer or the participants may get frustrated with this section because some of the concepts taught can be hard to understand the first time and harder still to apply practically. The trainer must keep in mind that the best learning takes place through discussion, sharing, practice and demonstration, and that there should always be sufficient time for this.

Lesson 13: Life Skills

Objective/s

- To introduce the concept of life skills
- To increase the participants' understanding of good communication

Activity 1: What are life skills?

Time required:
5 minutes

Material needed:
None

Preparation needed:
Basic reading: Life skills

Outcomes:
- The participants will be able to describe the concept of life skills.

Method:

- Interactive presentation

Step 1:
The trainer asks the participants what they understand by life skills and takes a few responses

Step 2:
The trainer explains the concept of life skills, making the point that apart from academic, professional skills, an individual also needs life skills in order to lead an emotionally healthy and successful life. These include skills such as good communication, listening, managing one's own emotions, etc.

Step 3
The trainer links the concept of life skills to attitudinal change, by reminding the participants that self-awareness, life skills and social awareness are important components of attitudinal change. The process of self-awareness must begin before skills are learnt.

Activity 2: Overview of the life skills section

Time required:
5 minutes

Material needed:
None

Preparation needed:
Basic reading: Life skills section preface

Outcomes:
- Participants will be able to identify the areas covered in the life skill section

Method:

- Interactive presentation

Step 1:
The trainer tells the participants that this section will spread over 13 lessons. The trainer briefly goes through all the topics that will be covered as part of this section.

Activity 3: Good communication

Time required:
- 30 minutes

Material needed:
- OH/Poster: Good interpersonal communication
- Hand-out/s: Good interpersonal communication

Preparation needed:
- Basic reading: Good communication

Outcomes:
- Participants will be able to identify the components of good interpersonal communication

Method:

- Interactive presentation

Step 1:
The trainer asks the participants what interpersonal communication (communication between people) means to them, and after taking a few responses, explains that interpersonal communication refers to the process of:

- Expressing one's thoughts, opinions, needs, or transmitting information, etc to another
- And listening to others' thoughts, opinions, needs, etc.

Step 2:
The trainer asks the participants to think of a time in their lives where they felt their communication with someone had been very effective.

Step 3:
The trainer asks them to identify what they think made that communication so effective. E.g. the speaker was very clear, respectful, etc. or the listener listened really attentively, etc. The trainer notes these responses down.

Note:
The trainer must clarify that they are to talk about the factors not the situation itself.

Step 4:
The trainer asks the participants to identify what other factors make communication effective, and brings out a range of factors, such as clear speech, calm tone, appropriate language, attentive listening, understanding, good body language, quiet place, etc.

Step 5:
The trainer points out the 3 main components of communication that emerge from the list they have generated:

- Characteristics of the speaker (speech, tone, language, body language, etc.)
- Characteristics of the listener (attention, understanding, body language)
- The environment in which the communication is taking place (noise level, temperature, comfort, etc.)

Step 6:
The trainer explains the process of communication through the communication model diagram, explaining the dynamics of interpersonal communication, which involve:

- Source-receiver, meaning that in personal communication, the speaker-listener roles are constantly being switched, where the speaker (source) also becomes the listener (receiver) and vice versa.

- Encoding, which means transmitting a message (verbally or in writing)

- Decoding, which means receiving the message (hearing or reading)

- Message, which is what is exchanged between the speaker and listener, encoded by the speaker and decoded by the listener.

- Channel, which is the medium through which the message is exchanged, e.g. speaking, listening, writing, body language, etc.

- Noise, which is the environment within which the communication occurs.

- Context, the situation in which the communication occurs (e.g. a serious occasion, a fight, a party, etc.

Step 7:
The trainer further explains the elements of communication that occur within each of these components such as the speaker and the listener's:

- Behaviour - what they say or hear (speech quality, language, words, etc.) or how they say/ hear it (tone, style, pitch, body language)

- Attitudes – the emotions and attitudes behind the words that influence the behaviour (e.g. a feeling of superiority, prejudice, love, respect, etc).

Step 8:
The trainer explains that good communication involves keeping in mind each of these aspects whether you are the speaker or the listener, roles which are constantly switching during interpersonal communication. When speaking, we need to be aware of what we are saying (are we using the right kind of language for the listener?) and how we are saying it (is our tone, speech, pitch, style, body language appropriate and effective?). Similarly, when we are listening to what someone is saying to us, we need to be aware of what we are hearing (are we really understanding what the person is saying?) and the way we are listening and giving the person the message that we really are listening, not just hearing him/her (are we giving the speaker attention, do we have the appropriate level of eye contact, etc.). We also need to keep in mind the environment within which we are communicating. Sometimes we do not have the luxury of choosing our environment, but we can still try and make it as appropriate as possible in the given situation. For example, talking to someone about personal and sensitive issues with many other people around you is unlikely to make your communication experience (both speaking and listening) effective.

Step: 9
The trainer reminds the participants of the importance of good interpersonal skills the participants had identified during the lesson on EQ and emphasizes the fact that these skills are particularly important for the police.

Overall notes: - Lesson 13

This is usually not a very difficult lesson for participants to get through. As the first session of this section, this is an important one, and the trainer must ensure that the participants have understood the concepts clearly as they will be referred to again and again throughout the section.   When people think of the term communication, often they think only of speaking, and the trainer, therefore, needs to clearly make the point that listening and body language communication are equally a part of communication. This session also gets the participants to start immediately thinking about and becoming more aware of their own communication styles.

Readings – lesson 13

Reading 19(R19): Interpersonal communication

Interpersonal communication differs from other forms of communication in that there are few participants involved, the people interacting are in close physical proximity to each other, there are many sensory channels used, and feedback is immediate.

Components of communication

- Speaker (speech, tone, language, pitch, words, content, attitudes, body language, etc.)
- Listener (attention, understanding, attitudes, body language)
- Environment (noise, temperature, comfort, privacy, etc.)

Important elements or terms of interpersonal communication

Interpersonal communication is communication that takes place between two persons; it includes e.g. what takes place between a son and a father, an employer and employee, two friends, a helper and helpee, two strangers etc.

Source-receiver

Each person who is a sender (source) is also a receiver and vice versa. This means that each individual in interpersonal communication performs both functions of sender and receiver.

Encoding-decoding

Encoding refers to the act of producing messages- e.g. speaking or writing. This means that speakers and writers are encoders.
Decoding refers to the act of understanding messages e.g. listening and reading. This means that listeners and readers are decoders. Each person performs these two activities of encoding and decoding in combination. For interpersonal communication to take place, messages must be encoded and decoded.

Messages

In interpersonal communication messages must be sent and received they may be heard, seen, touched, smelt, tasted or any other combination. Messages do not have to be oral; you communicate by gestures or touch, as well as by sound.

Channel

The communication channel is the medium through which messages pass. It is the bridge between source and receiver. Communication rarely takes place over one channel only. Normally two, three, or four channels are used simultaneously e.g. you speak and listen, but you also use gestures etc. channels can also be the means of communication e.g. face-to-face, telephone, radio, television etc.

Noise

Noise enters into all communication systems. It includes anything that distorts or interferes with message reception. There are three main types of noise:

Physical: e.g. bad phone connection, screech of passing car etc.
Psychological: e.g. our biases and prejudices etc.
Semantic: e.g. use of different languages, using technical or complex words etc.

Context

The environment in which communication occurs is its context e.g. there will be difference in the context of communicating at a funeral, in a police station, in a cricket stadium and in the home.

Communication model

Adapted from: The Interpersonal Communication Book by Joseph A. Devito (7th edition)

Lesson 14: Communication and listening

Objective/s

- To help the participants become aware of some of the common blocks to good interpersonal communication.
- To introduce the concept of active listening, its importance and barriers

Activity 1: Blocks to communication

Time required:
- 40 minutes

Material needed:
- OH/Poster: Blocks to communication
- Hand-out: Blocks to communication

Preparation needed:
Basic reading: Blocks to communication

Outcomes:
Participants will be able to identify common barriers to communication

Method:
- Interactive presentation

Step 1:
The trainer puts up the components of good communication from the previous session on the board.

Step 2:
The trainer asks the participants to quietly think of a situation in which they encountered bad interpersonal communication.

Step 3
The trainer asks the participants to call out what communication mistakes the *speaker* was making in the situations they recall. These are noted on the board.

Step 4

The trainer asks the participants if there are any other blocks to communication that may arise from the speaker's side. The trainer may also add to this.

Step 5

The trainer asks the participants to call out what mistakes the *listener* was making in the situations they encountered. These are noted on the board.

Step 6

The trainer asks the participants if there are any other blocks to communication that may arise from the listener's side. The trainer may also add to this.

Step 7

The trainer asks the participants how the environment may contribute to communication problems.

Step 8

The trainer discusses the following questions with the participants:

- What are the blocks that hamper interpersonal communication between the community and the police?
- Do policemen and women need to be aware of these blocks? Why?
- What are the important characteristics which a police officer should possess and watch out for as a listener, speaker and in his/her environment?

Step 9:

The trainer asks the participants to individually identify one interpersonal communication strength that they possess and one interpersonal communication area that they feel they need to improve. They are to share these in pairs.

Step 10

The trainer highlights the importance of being aware of one's blocks and making a conscious effort to reduce them.

Overall notes – Lesson 14

This is an important lesson for the life skills module as it is here that the participants actually think about and identify the gaps in their communication and how it affects their dealings with the community in particular. The trainer will need to encourage full participation from the participants and ensure that they are able to understand the implications of their communication styles. The trainer can ask a variety of questions to get the participants thinking about this, for example: What is your tone like with people when they approach you? Does it make people feel comfortable…or does it make them uncomfortable or intimidate them? Do you use clear language so that people understand exactly what is happening and what to do? Do you give accurate and comprehensive information? Do you communicate differently with men and women? Would a woman feel comfortable walking into your office and talking to you? Can people communicate well in the environment created in your office? Is there privacy? What are the areas that need to be improved – and how can we begin to improve our communication? The participants need to understand that every aspect of their communication affects their work both with their own colleagues as well as with the community in general. The participants also need to realize that self-analysis is the first step towards changing. After all, we need to be aware of and clearly identify what exactly we need to change in order for us to change it.

Readings – Lesson 14

Reading 20 (R20): Blocks to listening

Speaker	Listener	Environment
Speech - too unclear, too fast or too slowly **Voice/pitch** - may be too low or too loud or high **Tone -** e.g. aggressive, sarcastic, threatening, scared, ridiculing, etc. **Language** - too difficult to understand, unclear or inappropriate use of words, may be aggressive, sarcastic, etc. **Attitude** – prejudiced, preconceived assumptions, biases about the other, feeling of superiority in relation to the other, etc. **Emotions** – anger, anxiety, fear, etc. **Body language** and behaviour – aggressive, stiff, passive, bored, lack of eye contact, inappropriate facial expression, etc. Content – subject may not be of interest to listener	May not give attention to speaker May not be interested in what is being said May be distracted May be bored or tired May interrupt frequently, ask too many questions or pass too many comments in between May be rehearsing what to say in response May not show that s/he is listening - lack of eye contact, lack of response, looking distracted, etc. May not give any response, opinion, feedback, etc. May be involved in something else at the time or unnecessarily fidgeting with something, Body language may be inappropriate - stiff, threatening, aggressive, prejudiced, angry, bored, scared, etc. May be mistrusting Attitude towards speaker may be biased	Noise Weather – too hot or cold Pollution Crowded Unsafe Uncomfortable With inappropriate people around Smoke Lack of time or space Too many distractions

Lesson 15: Non-verbal communication

Objective/s

- To increase participants' understanding of the importance of non-verbal communication (body language) in interpersonal communication.
- To increase the participants' awareness of the impact of one's non-verbal communication on other people.

Activity 1: what is non-verbal communication?

Time required:
40 minutes

Material needed:
Reading: Non-verbal communication

Preparation needed:
Basic reading: Non-verbal communication

Outcomes:
- The participants will be able to define non-verbal communication and identify its importance in interpersonal communication.

Method:

- Interactive presentation

Step 1
The trainer asks the participants to brainstorm on various non-verbal behaviors/ cues that play a part in communication. These are eye contact, tone of voice, and body language such as posture, gestures, and facial expressions etc.

Step 2
The trainer explains that in real interpersonal communication, words are always accompanied by non-verbal messages. You make yourself, your feelings and your thoughts known to others by encoding your ideas and meanings into a code of verbal and non-verbal

signals. The verbal portion is language-the words, phrases and sentences you use. The non-verbal portion consists of a variety of elements, gestures, facial expressions, eye movements, touch and variations in the rate, volume and pitch of your speech. In face-to-face communication, you blend verbal and nonverbal messages that convey your meanings.

Step 3

The trainer writes the figures 7%, 38%, and 55% on the board and asks the participants which percentage figure would, in their view reflect the contribution of the following in interpersonal communication:

- Tone
- Words
- Facial expressions and Body language.

Step 4:

The trainer tells them the correct answers (words: 7%, tone: 38%, Body language 55%).

Step 5

To reinforce this point, the trainer demonstrates this to the group by giving an example such as he/she could smile and say in a soft tone: "I am very angry with you" or look out of the window and say: "I am very interested in what you are saying."

Note:
It is important to emphasize the point that whenever there is a contradiction between the non-verbal and verbal messages being given, the nonverbal message will always have more impact.

Step 6

The trainer asks the participants to brainstorm on what sort of body language they think would block communication, and notes these down on the board.

Step 7

The trainer asks the participants what sort of body language they think would make communication better.

Note
In the last 2 steps, the trainer should ask 1 or 2 participants to stand up and demonstrate bad and good body language.

Step 8
The trainer asks the participants to take a few minutes and individually note down two non-verbal cues that they exhibit that they think make them good communicators, and two that they think hinder their communication with others. They are to share these in pairs

Step 9
The trainer asks the participants what sort of body language is associated with the police, and notes down the responses.

Step 10
The trainer asks the participants which ones of these non-verbal cues help the police in their work and which ones can be improved.

Overall notes – Lesson 15

Participants usually respond well to this lesson and accept the role of body language in communication. The trainer will, however, need to explain that it is not that words and language are not important in communication, but that body language, which is often ignored, is also important. The trainer must also try to encourage some good discussion and analysis in this class regarding the impact of the police's body language on the people approaching them. The trainer may suggest to the participants that if they feel this is something they need to work on, they can actually practice in front of the mirror and find ways of standing and talking to people that would make them look professional and approachable.

Readings – Lesson 15

Reading 21 (R21) – Non-verbal communication

Non-verbal communication is the way we:

- Reinforce our spoken word
- Replace our spoken words using our bodies to make visual signals or our voices to make oral but non-verbal signals

It is easy to take non-verbal communication for granted – we are often not aware of our own non-verbal communication, but aware of that of other people.

Functions of non-verbal communication

- Conveys our mood/state of mind
- Conveys interpersonal feelings
- Conveys the feeling behind the words
- Supports our verbal message if we are speaking
- Provides feedback, assurance etc if we are listening

Kinds of non-verbal communication

Using your face, facial expressions
Using other body parts, particularly arms and hands
Stance and posture
Movement, gestures – neither static or frenetic
Feedback sounds (e.g. hmm!)
Tone

A non-verbal communication checklist

- Plan and be prepared
- Consider your appearance
- Choose the right style – think of your purpose and your audience
- Be aware of how you use your voice – tone, volume, pace
- Be aware of your facial expressions and gestures
- Be aware of your position and posture
- Listen carefully – provide feedback and response
- Look for signals from other person
- Be gracious and polite

Sample responses – Lesson 15

Body language hindering communication	Body language improving communication
• stiff, upright • too much or too little distance • aggressive facial expression • tense expression • expression of fear • expression of disapproval, disgust, dislike, shock • looking the other way, doing something else • lack of eye contact, or in some cases too much eye contact • making fists • rolling up sleeves • shifty eyes • bored expression • facial expression not related to content of conversation • sudden movements, nervous habits, tics • too many gestures • no expression • fidgeting	• body firm, but relaxed, leaning forward slightly • comfortable distance • relaxed facial expression • emotions appropriate to situation • accepting, non-judgmental expression • encouraging expression • supportive expression • good eye contact, but not glaring (appropriate culturally) gestures • focused expression • nodding from time to time • hands relaxed

Lesson 16: Communication tools

Objective/s

- To improve the participants' understanding and application of key communication tools.

Activity 1: Communication tools

Time required:
40 minutes

Material needed:
OH/Poster: Communication tools
Handout: Communication tools
Communication tools practice situations

Preparation needed:
Basic reading: Communication Tools

Outcomes:
- The participants will be able to identify 4 key communication tools and apply them to a range of situations.

Method:

- Interactive presentation

Step 1:
The trainer says that communication is a skill and can be learnt, and that certain tools can facilitate or improve our communication.

Step 2:
The trainer presents information on the following 4 communication tools, giving examples of each:

Ownership of the problem

The first step in trying to address an interpersonal problem situation is to establish whose problem it really is. Once this has been established, the person may decide what tool to use to deal with the problem.

"I" statements

Once a person has decided to take the responsibility for doing something about a problem, s/he may use "I" statements (statements starting with "I" to address it, focusing on what s/he wants/needs/feels.

Reflective listening

This refers to communicating to another person that you are not just listening to his/her verbal message or words, but are also trying to understand the feelings behind the words.

Stroking

A "stroke" is any action that makes the receiver feel good and appreciated. It means genuinely acknowledging and appreciating someone, but is different from flattering for some gain.

Problem-solving

Communication problems are normal. Often these are little problems, and if these are managed well, bigger and more serious problems can be prevented.

Changing the environment

As the environment can have a great influence on communication, sometimes bringing about a change in the environment can simply solve the problems that arise in communication.

Note:

- *The trainer must be very familiar with these tools as well as have plenty of examples. It is useful to give personal examples where possible, but not too many. A number of examples are included in the notes for trainers.*
- *The trainer tells the participants that they will only touch on the last 2 tools because the first 4 are more important and require more practice.*

Step 3:

The trainer reads out a number of communication tools statements and asks the participants to call out which tool/s could be or need to be used in each statement, and how.

Note:
With each statement, the trainer helps the participants to come up with the correct tool, by asking questions, if necessary and asking them to explain their reason for

using a certain tool. For example, s/he may ask questions such as, "Whose problem is this?" "Who is most affected by it?" "Why would stroking be a useful tool here?" "How would you use an "I" statement in this situation?" etc.

Step 4:
The trainer explains that these are all tools that most of us already use in our every day communication, but that being aware of them and their uses and then using them consciously allows us to improve our communication skills and to use these tools correctly.

<u>Overall notes – Lesson 16</u>

It can sometimes take a bit of time for the participants to understand the communication tools and to see their relevance in their day-to-day lives, especially professional. The trainer must, therefore, ensure that the rules are explained clearly with relevant examples. Asking the participants how each tool might be useful in their work setting might be one way of ensuring that the discussion stays useful. At the beginning, some participants may also feel that using these tools would appear artificial and that they do not sound natural. Here the trainer will need to explain that these tools themselves are not artificial and are used regularly by most people. This lesson only makes the participants aware of the uses to which these can be put so that they are able to use them more consciously and to their advantage. Reflective listening is the only tool, which may actually be new for the participants, requiring a considerable amount of practice at times. The trainer can tell the participants that they will be practicing these more in the next session.

Readings – Lesson 16

Reading 22 (R22) – Communication tools

1. **Ownership of the problem**

Before trying to deal with any interpersonal problem, the first step is to establish ownership. In other words, this means to establish whose problem it is. A skill in relating to other people is our ability to determine 'ownership'. Owning a problem means to have the right and responsibility to deal with it and to take the first step towards it. After you have determined whose problem it is, you can decide which tool to use to deal with it.

Sometimes the problem lies with another and has nothing to do with us, but we may feel compelled to take the responsibility for it and to solve it. This absolves the person from his/her responsibility and also places an unnecessary burden on others.

Example 1:

A senior is constantly putting down a fellow officer. You can see that clearly and instead of allowing him to take the decision to do something about it, you take on the responsibility and decide to talk to the senior. You may be concerned, but it is really his/her problem and he/she is the one who must take the responsibility. Once you have established that, you may advise, suggest and help him, but he is the one who must take the step.

Sometimes however, the problem is ours and we absolve ourselves of the ownership and expect others to solve it.

Example 2:

A fellow policeman or woman constantly hands over his work to you, always making some excuse or the other for not being able to complete it. Often, people do not take ownership and keep blaming the other person for things like these. However, as in this case, the problem is yours because it is affecting you and it is your time and effort that is going into doing your colleague's work. So you need to take ownership of the problem and do something about it.

2. **"I" statements**

 "I" statement focuses attention on the speaker e.g. *"I feel sad"* or *"I am hungry"* by honest sharing of feeling or need. It can also be effective in changing the behavior of another who is causing the problem, since it is not accusatory. "You" statements on the other hand,

make the other person defensive e.g. *"You are always rude"* as opposed to *"I feel upset when you speak to me in that angry tone."*

"I" statement also means voicing responsibility for a problem which has been "owned" by the speaker. It also allows people to speak for themselves rather than generalizing and accusing.

Example 1:

You are trying to work, but your colleague keeps talking loudly that bothers you. First you own the problem because it is YOU who is being disturbed and then you express your concern by using an "I" statement such as "I find it difficult to work when you are talking. I would appreciate it if you could talk more softly." Instead of, "You're talking so loudly! Be quiet!"

To be effective, the statement should impart several pieces of information to the person causing the problem:

- How the speaker feels
- A non-blameful description of specifically what the person has done that is troublesome
- How the speaker is inconvenienced by the person's behavior.

Example 2:

"I find it difficult to trust people," instead of "No one is trustworthy."

3. Reflective listening

Often when people talk to you about situations in their lives, particularly their problems, they express their feelings about them indirectly. As listeners, even when we care about them and want to be good listeners, we tend to jump in and try and give them solutions to their problems immediately. At times this may be what the speaker wants, but often they are talking to us because they want to be listened to and understood first. We can show them that we are listening and that we understand what they are saying by paying careful attention to the feelings and needs lying behind the speaker's thoughts and words. An important aspect of reflective listening understands that when people talk they communicate more than words (they communicate needs and feelings behind those words). A reflective response communicates to the speaker that you have just not heard the words but also the feelings behind the verbal message. The effect is to convey

acceptance of the speaker and his/her problems. This makes the speaker feel s/he is being really heard and helps you to confirm that you have really understood.

It is important to note that this does not mean that you do not help or provide information or advice to the speaker if that is what s/he wants; what it means is that initially you try and only listen and understand, and then perhaps offer advice or help as a second step. This is important to clarify to the participants.

Reflective listening has three major aspects:

- Picking out the core feeling from what the speaker says
- Picking out the core message
- Combining the first two together and reflecting it back to the speaker.

Example 1:
A colleague says to you "I did not get a promotion again this year. I don't think I will ever be able to achieve anything big in life."

Core feeling: Hopelessness
Core message: No promotion again this year
Your possible response (core feeling + core message + reflecting them back): "It seems that you are feeling hopeless because you did not get a promotion again."

Example 2:

Your mother says to you, "I have not slept well for the past few days; I don't know what to do."

Core Message: lack of sleep
Core Feeling/s: worry, helplessness
Your possible response (core message + core feeling + reflecting them back): "You sound worried because you have not slept well for several days."

Example 3:
A woman says to you, "I took a long time coming to the police about this; I didn't know how the police would react to this, so I just didn't bother reporting it before".

Core feeling: Fear, confusion, worry
Core message: did not report incident
Your possible response: "So you were scared of the way we might react, and didn't report this before".

Sometimes, particularly when the feelings behind the words are vague and you are not sure, you may want to phrase your sentence as a question or as your understanding only (e.g. From what you are saying, my understanding is that you are feeling sad because…" This shows the speaker that you are really making an effort to understand what s/he is trying to say and allows him or her to clarify whether or not you have picked up the right feeling.

When it is someone else's problem, reflective listening should be used, and when it is the person's own problem, then "I" statement is effective.

4. Stroking

A "stroke" is any action that makes the receiver feel good and appreciated. It means acknowledging and appreciating someone. Hugs, smiles, pats, compliments etc. are strokes. It has been observed that people use negative feedback more often than positive feedback. Focusing on positive feedback can be very helpful in relationships. This is different from flattering because in stroking the appreciation is genuine and honest and is not being used to get something out of the other person. Positive strokes are essential to the development of an emotionally healthy person. They are also the lubricants for a loving relationship.

5. Problem-solving

Communication problems are normal. Often these are little problems, and if these are managed well, bigger and more serious problems can be prevented. In order to work towards the solution of a problem, people need to identify what the actual need is and to brainstorm on all the possible solutions to the problem. There is often more than one solution. It is helpful to try and find a win-win situation, in which both parties are satisfied rather than a win-lose situation where one person wins and the other loses. It is also important to remember that the focus is the problem itself, not the other person.

6. Changing the environment

As the environment can have a great influence on communication, sometimes bringing about a change in the environment can simply solve the problems that arise in communication. For example, if two people are attempting to communicate with each other on the phone, but are not being able to get their points across effectively, they may choose to talk face to face instead. Similarly, if a person is extremely anger with the other and is therefore, unable to communicate properly, it may help if one person left the scene for a bit in order to calm down or let the other person calm down and then talk when both are able to communicate better.

Activity material – Lesson 16

Communication tools situations

Situation 1:
Your friend often makes fun of you, which you do not like, but he does not seem to realize this.

Tool/s
You need to first establish whether this is your problem or your friend's. In this case the problem is yours because YOU are the one who is affected by this the most. Once you have established **ownership** and know that it is your problem, you now need to do something about it**.** Here an *"I" statement*, which would allow you to address the issue with your friend and express how you feel about it, would be the most appropriate. You may say something like, "I feel annoyed that you make fun of me so often. I wish you would stop doing that because it really affects my relationship with you." So both tools are useable here.

2. Situation 2:
Your colleague says to you, "What is the use of a job in which you are always abused."

Tool/s
When someone says something to you about himself or herself, your role is often that of a listener. To be a good listener and give a supportive response, **reflective listening** is a good communication tool to use. Remember to pick up what you think the *core feeling* might be (in this case it sounds like your colleague is disappointed or unhappy with his/her job and is hopeless about what it will give him or her) and what the core message (in this case it is being abused in the job) is. Then combine the two in a sentence and say it back to the speaker in your own words to show him/her that you are really listening and trying to understand what s/he is saying. You might say something like, "It seems like you're disappointed with your job because you feel you're being abused."

Situation 3:
Your friend chased a robber and caught him.

Tool/s:
Your friend has clearly done something well. This calls for *"stroking"* to be used as a tool to acknowledge his accomplishment. You may want to say something like, "That was a job well done!"

Situation 4:

You have been very busy at work and haven't been getting any time with the family. You realize that they do not like the situation and want to apologies to them.

Tool/s:

As you have already established that you want to do something about this problem, the best tool to use would be an *"I" statement* because it would allow you to express your feelings about it. You may say something like, "I realize I have been very busy at work lately and have not been able to spend enough time with all of you. I'm sorry this has been happening – it's been a busy time at work. I will try my best to make more time for all of you this week onwards."

Situation 5:

Your sister has knitted a sweater for you.

Tool/s:

Your sister has done something especially for you. You might want to appreciate her gesture and pay her a compliment through *stroking.* You might say something like, "You've knitted a lovely sweater! I really like it and appreciate you making something like this for me!"

Example 1:

You say to your friend, *"I want to tell you that I really appreciate how much you've helped me with my problems. I feel you're a very good listener and I find that very helpful."*

Example 2:

You say to your juniors, "You've all worked really hard. I know that this is a stressful job to do, but you've handled the pressure really well.

Lesson 17: Communication tools practice

Objective/s

- To improve the participants' understanding of the usage and application of key communication tools.

Activity 1: Communication tools

Time required:
40 minutes

Material needed:
Communication tools practice situations

Preparation needed:

Outcomes:
- The participants will be able to apply the 4 key communication tools and apply them to a range of situations.

Method:

- *Individual*

Step 1
The trainer hands out a pair of situations to each participant and asks them to identify in pairs which tool/s could be used for each situation and to construct a sentence for each situation, using the appropriate tool. They are to note these responses down.

Note:
- ***There are 4 sets, with 2 situations each, which are distributed among the pairs and so some pairs will have the same sets. If the class is too large and the trainer does not think that there will be time to discuss 8 (4 x 2) situations, only 3 sets may be distributed instead.***
- ***The trainer may wish to go around the pairs, and see if help is needed.***

Step 2:
In the large group, the trainer reads out one situation at a time and asks the pairs who were given out those situations to call out their responses (which tool was most appropriate and a sentence using that tool) to it.

Note:
In larger classes there may be many pairs with the same situations. Here the trainer may choose to only take 2 or 3 responses.

Step 3:
After every situation that is responded to by 2 or 3 pairs the trainer gives the participants the correct answer and explains why.

<u>Overall notes – Lesson 17</u>

This lesson is usually an energetic one, with the participants actively involved in practicing the skills. Before starting the activity in pairs, the trainer may need to quickly go over the tools briefly. Putting up the communications tool poster on the board may also be helpful. In the large group, the trainer will need to explain that there is not necessarily one right response to every situation, and that different people may use the tools slightly differently. As long as the main points remain the same, this is alright. The trainer will also need to clarify that although at this point the process of identifying the tools to be used and constructing a response statement may seem artificial, with practice, it will come more naturally, and the participants will start using their own words to get the same results.

Activity material – Lesson 17

Situation sets for pairs

Situation Set A

1. Your friend and colleague is disturbed due to the poor conduct of a senior colleague and he always comes and complains to you about it. This has happened a number of times and you initially were supportive by listening. However, his ongoing complaining is wasting a lot of your time and does not leave you with enough time to finish your work.

Whose problem is this? And what tool would you use to deal with it? Can you make a sentence to show how it might be used?

2. Your colleague is always put on VIP duty and says to you one day, "I can't do anything else that I need to do or attend to any of my other problems because I'm always being put on VIP duty".

What tool would you use to respond to this? Can you make a sentence to show how it might be used?

Situation Set B

1. One of the people working with you on a case keeps criticizing the junior policemen and women over every little thing. You are heading the team, and want to do something about this because this affects your team's morale and performance.

What tool would you use to respond to this? Can you make a sentence to show how it might be used?

2. Your friend complains to you that a senior officer's son has just verbally abused him and that he feels like going and smashing something in his office.

What tool would you use to respond to this? Can you make a sentence to show how it might be used?

Situation Set C

1. Your colleague always talks to you while you are busy working and distracts you and your work is being affected as a result.

Whose problem is this? What tool would you use to respond to this? Can you make a sentence to show how it might be used?

2. A colleague says to you, "I've been trying so hard, working day and night to solve this case, but all I ever hear from the seniors is that my team is inefficient. I don't know what else to do. Maybe I should just give up."

What tool would you use to respond to this? Can you make a sentence to show how it might be used?

Situation set D

1. A colleague of yours says to you, "What's the point of putting our life in danger for people's safety? They don't appreciate us, they don't respect us, and they don't have any faith in us. I really don't want to do this anymore."

What tool would you use to respond to this? Can you make a sentence to show how it might be used?

2. A close colleague of yours gets very aggressive with people whether s/he's interrogating them, searching them, etc. The other says s/he pushed this prisoner very hard for no reason. You do not like this at all and get upset every time you see it happening.

Whose problem is this? What tool would you use to respond to this? Can you make a sentence to show how it might be used?

Possible responses to situations (for trainer)

Situation Set A

1. Your friend and colleague is disturbed due to the poor conduct of a senior colleague and he always comes and complains to you about it. This has happened a number of times and you initially were supportive by listening. However, his ongoing complaining is wasting a lot of your time and does not leave you with enough time to finish your work.
.

- *This is **your problem** because of his/her constant complaining.*

- *An **"I" statement** would be a good tool to use here and you could combine it with **reflective listening** by saying something like, "It seems to me that you're very upset about the way your colleague has been behaving with you. However, when you complain to me about it constantly I feel anxious because then I can't finish my work in time."*

2. Your colleague is always put on VIP duty and says to you one day, "I can't do anything else that I need to do or attend to any of my other problems because I'm always being put on VIP duty".

Reflective listening *is a good tool to use here. You could say something like," You sound frustrated by your constant VIP duty as it does not allow you any time to do anything else in your life."*

Situation Set B

1. One of the people working with you on a case keeps criticizing the junior policemen and women over every little thing. You are heading the team, and want to do something about this because this affects your team's morale and performance.

*You could use an **"I" statement** here to let the person know how you feel about this, by saying something like, "I feel upset when I see you criticizing the policemen and women of our team so often. I can see that it affects their work as well, and I wish you would be less critical of them and encourage them instead."*

2. Your friend complains to you that a senior officer's son has just verbally abused him and that he feels like going and smashing something in his office.

Reflective listening would be a good tool to use here. For example, you could say," You sound really angry about being abused by that boy and seem to want to do something about it."

Situation Set C

1. Your colleague always talks to you while you are busy working and distracts you and your work is being affected as a result.

- *This is your problem because it is your work that is being affected by it.*

- *You can address this problem by using an "I" statement, such as," I am unable to get all my work done properly when you talk to me while I am working. I would rather we talked during our breaks instead."*

2. A colleague says to you, "I've been trying so hard, working day and night to solve this case, but all I ever hear from the seniors is that my team is inefficient. I don't know what else to do. Maybe I should just give up."

Reflective listening would be a good tool to use here. You could say something like, "It seems to me that you feel hurt and helpless because your seniors don't appreciate your work and you don't know what to do about it."

Situation set D

1. A colleague of yours says to you, "What's the point of putting our life in danger for people's safety? They don't appreciate us, they don't respect us, and they don't have any faith in us. I really don't want to do this anymore."

Reflective listening would be useful in this situation. You could, for example, say, " It sounds like you are disappointed with the lack of appreciation and respect you get from people around you and this makes you want to give up your work."

2. A junior officer in your team gets very aggressive with people whether s/he's interrogating them, searching them, etc. The other says s/he pushed this prisoner very hard for no reason. You do not like this at all and get upset every time you see it happening.

This is **your problem** because this officer is part of your team and you are upset by his/her behaviour.

You could use an **"I" statement** and say something like, "It really disturbs me to see you deal with prisoners so aggressively. I suggest you use more appropriate ways of communicating with them."

Lesson 18: Interpersonal behaviour

Objective/s

- To help the participant differentiate between aggressive, passive and assertive behaviours.
- To increase the participant understanding of the characteristics of each of these behaviours.

Activity 1: Kinds of interpersonal behaviour

Time required:
40 minutes

Material needed:
Interpersonal behavior case study
OH/Poster: Aggressive behaviour
OH/Poster: Passive behaviour

Preparation needed:
Reading of interpersonal behaviour case study
Basic reading: Aggressive behaviour
Basic reading: Passive behaviour

Outcomes:
- The participants will be able to identify the 3 kinds of interpersonal behaviours and describe their characteristics.

Method:

- *Interactive presentation*

Step 1:
The trainer hands out a case study to each participant and gives him or her 5 – 10 minutes to read through it.

Step 2:
The trainer asks the participants to identify the different ways that people might react to the situation in the case study.

Note:
The trainer needs to clarify that s/he is not asking for ideal responses, but the way different people might react. If necessary, examples can be given, for example, some people might shout, others might sit quietly and do nothing, etc.

Step 3:
When a good list has been generated, the trainer explains that there are 3 main categories of interpersonal behaviour: aggressive, passive and assertive. Briefly, the trainer explains that passive behaviour is at one end of the spectrum and refers to not doing anything at all in response to a negative situation or responding meekly or too nicely. Aggressive behaviour is at the other end, refers to an over-powering, angry response to a situation. The trainer also mentions that sometimes people may also respond in ways that are part aggressive and part passive. This is called passive- aggressive. For example, you may be upset with a friend for having been rude to you. You do not bring it up with the friend him/herself (which is passive behaviour), but you bring it up with other friends of yours and backbite viciously about that friend (which is aggressive). Similarly, a stony silence or not talking to someone can also be considered passive aggressive because it means not bring up the issue (passive), but may be intimidating or frightening for the other person (aggressive). Then there is assertive behaviour, which will be discussed in more detail later.

Step 4:
The trainer asks the participants to identify all the responses that they would consider aggressive and circles these.

Step 5
The trainer asks the participants to identify all the responses that they would consider passive and marks these differently (e.g. with a tick or cross).

Step 6
The trainer asks the participants to identify any responses they think are both aggressive and passive (passive-aggressive) and marks these

Step 7
The trainer points out that most or all of the remaining responses will fall into assertive.

Note:

The trainer will need to have a good understanding of these 3 behaviours (see reading) and will need to guide the participants through this process, explaining why the responses they have identified fall into such and such category.

Step 8:
The trainer explains that assertive behaviour lies in the middle of the 2 behaviours identified, which is different from aggressive in that it does not aim to control or attack the other. It is different from passive in that is does mean standing up to a negative situation and not sitting back or withdrawing.

Step 9:
The trainer explains that for most of us aggressive and passive behaviours are situational and may come out depending on the situation. We may be aggressive sometimes, passive at others times and assertive at others. In some people, however, these behaviours may be personality traits, meaning that they may be characteristic of a person's personality. For example, there are people who are generally considered to be aggressive because they respond aggressively to most people in their lives. It is when we start to become stuck in any one of these behaviour (e.g. always passive in every situation or most situations) that they start to harm us. Being aware of these behaviours allows us to consciously decide what behaviour is most useful for us in different situations, trying to stay assertive in most situations.

Step 10:
To discuss each of these behaviours in more detail, the trainer writes the word "aggressive" on the board and asks the participants to identify the following for aggressive behaviour and for people who are generally aggressive:

What kind of behaviour is aggressive behaviour?

What sort of body language would be considered aggressive?

What is an aggressive person thinking/feeling when s/he is being aggressive?

What effect might the aggressive person be having on the other?

Step 11:
Repeat for passive behaviour

Step 12:
The trainer tells the group that assertive behaviour will be discussed in more detail later.

Overall notes – Session 18

It is important during this class to explain passive and aggressive, their motivation and thinking process as well as some aspects of both behaviors as they are easily confused with assertive, which will be looked at in detail in the next class. Some kinds of passive behaviour are, in many ways, more difficult to identify than aggressive behaviour. Aggressive behaviour, because it is intimidating, is more easily identifiable. Even when it is not loud, aggressive behaviour is recognisible by its arrogance, threatening tone or sarcasm. Most people can relate to the feeling of wanting to back off or to retaliate that another person's aggressive behaviour brings on. Passive behaviour is more complicated and this needs to be clarified, because passivity is not always about keeping quiet or being scared; it can also manifest as being extra nice and polite. Over explaining, giving false excuses or too many excuses or being very apologetic are also forms of passive behaviour. It may be useful to explain that any behaviour in which a person is unable to stand up for and express his/her own needs or point of view honestly is a form of passive behaviour. All behaviours are relative and there are degrees to how passive, assertive or aggressive you can be, and so some behaviour, e.g. not being able to speak up at all, may be more passive than other behaviour, such as speaking up but making false excuses, but both are passive nevertheless.

Readings – Lesson 18

Reading 23 (R23) - Aggressive behaviour

Examples of aggressive behaviour

Yells, screams, attacks, gets angry, puts down, humiliates, ridicules, is violent, dominates, intimidates, threatens, terrorizes, throws things, controls, shows one's power, is judgmental, gets easily irritated and impatient, always wants one's own way, thinks about one's needs only, is argumentative, forces, does not listen, interrupts, gives feedback, but cannot take it, is often sarcastic, etc.

Aggressive body language

Stiff, upright, tense, intimidating eye contact, threatening gestures, glaring, tight-lipped, unconcerned, mocking expression, etc.

Aggressive thoughts and feelings

Only my needs are important, I must make the other person feel bad, weak or scared, I am the most important person here, I am superior (or I am weak, but must act superior to hide my weakness), I must win no matter what, I must scare and intimidate the other person, I must appear strong at all times, I must attack the other person before s/he attacks me, etc.

Effect on other people

People are intimidated, scared off, passive, aggressive, manipulative and sneaky (passive-aggressive), they may back off, withdraw, avoid, distance themselves from the person, do not respect the person, feel disrespected, lose self-respect, become equally aggressive, do not respect the person, but may pretend to respect out of fear or in order to avoid confrontation, etc.

Reading 24 (R24) – Passive behaviour

Examples of passive behaviour

Avoids, is nervous and scared, backs off from the argument, does not bring up issues and things that bother him/her, wants to please others, always agrees, does not say "no", does not express needs and opinions, speaks in a low voice, gives in easily, does not ask for things, always worries about upsetting others and so is always nice, cannot give feedback, does not confront, always agrees with feedback that is given to her, etc. makes excuses rather than giving the real reason, is apologetic for own needs, feels guilty about own needs, is under-confident

Passive body language

Nervous, fidgeting, little eye contact, bent, etc.

Passive thoughts and feelings

The other person is more important than me, I should not upset the other person, it does not matter if my needs are not met, I should not get angry or show that this is upsetting or bothering me, I am not as strong as the other person, it doesn't matter if I lose, I can't say anything if what the other person says is hurtful to me, I should not let this become a fight, I am not worth respecting, etc

Effect on other people

Other people think that they can take person for granted, think that person can be used and suppressed, feel pity, lose respect for the person.

Activity material – Lesson 18

Case study: Interpersonal behaviour

There is a team of 8 policemen and women working on a very important case. At the beginning of the investigation, the team met and everyone was assigned tasks that they would take responsibility for. They decided they would meet at the end of every day to review progress and plan ahead. On the first day, all but one of the team members, Amir, had completed their tasks for the day and had made good progress. Amir had not even begun. He said he had been busy working on something else, but would definitely start tomorrow. Three days later, he had still not started and had nothing new to report. There was always some reason or the other – other work, etc. This was putting more pressure on the rest of the members, who now had to do more work in less time. A month later, Amir had still not completed his set of assignments, and had even messed some tasks up, such as losing a set of important documents. The team is under a lot of stress and pressure from the seniors increases every day. Everyone is have to put in a lot of extra time and effort in trying to solve this case, and because of Amir, there is even more pressure. Today there is another team meeting. Amir is already half an hour late. The team is very upset by this time. He finally arrives and apologizes, saying he had some other things to do.

Everyone has different ways of responding to such situations. How do you think various people in the team will respond to Amir when he enters the room?

Lesson 19: Assertive behaviour

Objective/s

- To help the participants identify and understand assertive behaviour and its dynamics.
- To develop the participants' assertiveness skills

Activity 1: What is assertive behaviour?

Time required:
25 minutes

Material needed:
OH/Poster: Assertive behaviour
Handout assertive behaviour

Preparation needed:
Basic reading: Assertive behaviour

Outcomes:
- The participants will be able to identify and describe the characteristics of assertive behaviour.

Method:

- Interactive presentation

Step 1:
The trainer writes the word "assertive" on the board and asks the participants to identify the following for assertive behaviour and for people who are generally assertive:

What kind of behaviour is assertive behaviour?

What sort of body language would be considered assertive?

What is an aggressive person thinking/feeling when s/he is being assertive?
What effect might the assertive person is having on the other?

Note:

This is often a difficult behaviour for participants to identify and the trainer will need to continuously add to the list (see readings).

Step 2:
The trainer presents assertive behaviour and its steps in more detail, making the point that not everyone can be assertive all the time. There are situations that call for a little more aggression (e.g. in self-defense) or for more passive behaviour (e.g. at gun point), but generally, assertive is preferable to the other 2 behaviours because it keeps in mind a person's own needs, but is respectful of the other person at the same time. It does not allow others to take advantage of you, but does not allow you to take advantage of them either. It allows a healthy interpersonal balance.

Activity 2: Practicing assertiveness

Time required:
15 minutes

Outcomes:
   • The participants will be able to practice constructing assertive responses to situations

Method:

   • Large group

Step 1:
The trainer reads out a situation and asks the participants to call out first a possible aggressive response to the situation, then a passive response and then an assertive response.

Note:
Because the assertive response is the most difficult, the trainer may wish to take 2 or 3 responses for this.

Step 2:
The trainer reads out another 2 situations, but this time only asks for possible assertive responses.

Step 3
The trainer tells the participants that we all switch behaviour depending on different situations and on how people behave with us. By becoming more aware of our styles, we can begin to control our own behaviour, rather than letting other people or situations control it.

Overall notes – Lesson 19

The trainer needs to clarify that we all slip in and out of these 3 behavioral roles in our every day lives. At times this is out of choice because we feel that a certain situation calls for a certain behaviour, but more often we react according to what we have been taught, how we always react and what comes naturally to us. When this happens, the behaviour may no longer be in our control and this is what can cause problems. The trainer needs to explain that because of the honesty and respect, both for the other and for oneself inherent in assertive behaviour, one should try and stay in an assertive role as much as possible in most situations, at least as a first resort.

Readings – Lesson 19

Reading 25 (R25) – Assertive behaviour

Some people find it difficult to assert their rights. They may want to always be nice to people and not cause trouble. They may be compliant, self-sacrificing and passive. They may feel weak, afraid, resentful, helpless and inadequate. Other people assert their rights without any consideration for the other person's needs, rights, feelings and opinions. They may be aggressive, hostile, self-centered and arrogant. They may make people fear, dislike or avoid them.

Assertiveness means justly, effectively, confidently and respectfully expressing our preferences, needs, opinions and feelings. It means standing up for our rights without violating the rights of others. It means neither taking away all power and control from other people, nor giving them all your power and control.

Some behaviour that may be included in assertiveness is:

- Speaking up, making requests, asking for favors, demanding that your rights be respected as a human bring
- Overcoming social fears and low self-esteem
- Expressing negative emotions (complaints, criticism, disagreement, etc.)
- Saying no, refusing requests.
- Showing positive emotions (pride, appreciation)
- Accepting compliments
- Asking for reasons, questioning authority or tradition
- Taking responsibility, taking your share of control over situations
- Initiating and carrying on change
- Expressing thoughts, opinions and experiences.
- Dealing with minor irritations before your anger builds into intense resentment and explosive aggression.
- Listening to others
- Respecting others rights
- Giving and receiving feedback

An assertive person brings issues that are of importance to her, clearly states the problem and its effect on her, is firm and calm, expresses own feelings, listens to other person, has a balanced voice, clear speech, asks what the other person wants, asks clarifying questions, expresses how the situation affects her, attempts to understand the other person's point of view and shows that to the other person (e.g. "what I understand is…."), is

able to say "no" when needed, discusses options and attempts to come to a collaborative solution to a problem, does not claim to be an expert, asks for more time if needed, can give feedback constructively and take it, is honest, is able to decide when to be aggressive, passive and assertive, etc. takes responsibility and uses "I" statements.

Body language

Relaxed body and expression, eye contact, shows that the other person is being listened to (nodding, facial expressions, etc.), natural, etc.

Thoughts

My needs, opinions and wants are important, the other person's needs, opinions and wants are also important, if something is bothering me I should express it, we can discuss issues together and try to come to a solution, if there is something I cannot or do not want to do, I should tell the other person honestly, I should not take on more than I can handle in order to please people, I have a right to say no and disagree, other people have a right to say no and disagree, etc.

Effect on other people

People cannot walk all over the person, but are not scared of the person either. Some people may not like it and may get aggressive, but they gain respect for the person, they feel listened to, feel acknowledged and respected even if they disagree, they have the space to express own feelings, needs and opinions, are more open to listening to assertive person, become more relaxed and less defensive.

Reading 26 (R26) - Steps to an assertive response

Situation: Your friend keeps borrowing your books and returning them to you ruined. This really upsets you because you love your books and want to maintain them.

Steps

1. State the problem (e.g. you tell your friend you want to talk to him. You tell him he has ruined 2 of the books he borrowed from you.

2. State how you feel and how it affects you (e.g. you tell him it upset you because you like to take care of your books and now you feel worried about lending him your books.

3. State your suggestion for the future (e.g. either you don't want to lend him your books again or that you want him to make sure this does not happen again.

And don't forget to listen along the way…………..

Reading 27 (R27) – Example of assertive responses

<u>**Situation 1**</u>: Your colleague constantly makes fun of you or puts you down in front of your seniors.

Possible aggressive response: Telling the colleague how inconsiderate he is and that you don't want to see him again.

Possible passive response: Letting it go each time and never bringing it up, fearing that your colleague will get annoyed or the relationship will be damaged.

Possible assertive response: Saying to him, "When we are sitting with our seniors you often make jokes about me or criticize me in some way. For example, yesterday you made the remark about how funny my eating habits were, and this morning you made a joke about the state of my office. I feel embarrassed and frustrated because I can't respond to you in front of the others and because I feel such remarks are unnecessary as they have nothing to do with my work and don't need to be said in front of the seniors, where I am considered a professional. I would prefer it if you did not make such remarks in the future. If you have any constructive feedback to give me about my work I would rather you did that to me in private.

Activity material – Lesson 19

Assertive behaviour situations

Situation 1

Your senior is asking you to work double your working hours for a particular case. You are usually willing to put in extra hours, but you have already done this often and this time you really need more time for your personal life and do not want to do this extra work at all, especially when you have asked around and know there are other people who are able to do it instead.

1 possible assertive response:

I understand that you need someone to put in more hours for this case, but I'm sorry I don't want to do it this time. I have been putting in extra hours for some time now, and feel frustrated because I am not getting any time for my family because of my work. I have asked a few other people and there are some who are available for extra work, so I suggest you ask one of them. I think you will find someone suitable.

Situation 2

Your colleague gets very aggressive with people when s/he is in a bad mood or under stress. All of this week and especially today, s/he has been yelling at you over very small things. S/he is also this way with other people, including prison inmates. At times s/he even gets physically aggressive. You are upset about this and decide to have a talk with him/her.

1 possible assertive response

I've noticed that over the last week, especially today you have been yelling at some people like Asif, the new prisoner and myself quite a bit. Yesterday you told me in a very loud voice to leave you alone when you were working in tour office, and just this morning you yelled at me when I couldn't find your file immediately. I know you are under pressure, but it annoys me to have you talk to me that way, especially over something that is not serious. I also wanted to tell you that yesterday I saw you shake that prisoner really hard because he didn't answer you the first time, and I was upset about that too because he had not done anything that serious and I don't think your behaviour was appropriate. I really wish you would find a way of calming yourself down when you are feeling stressed out and talk to all of us more respectfully.

Situation 3

Your training academy is arranging a special training course for its members of which you are one. They said they would pick a few members on the basis of who had the most

experience in the field they are looking at. At a meeting the person in charge of the selection informs all of you of the people who have been picked. Your name is not among them even though you are one of the most experienced policeman/women at the academy. The academy may have its reasons for not picking you, but you want to at least know why, and so you decide to talk to the main person in charge.

1 possible assertive response
I wanted to talk to you about the selection process for the special training package. I remember clearly that according to the selection criteria you outlined at the meeting last week, members were to be selected according to the number of years of experience they had. I was, therefore, disappointed when my name was not called out this morning because as you know I am one of the most experienced people at the academy. I thought I would ask you why I had not been selected when I clearly match the requirements.

Lesson 20: Feedback

Objective/s

- To increase the participants' understanding of feedback and its importance in interpersonal communication

Activity 1: What is feedback?

Time required:
15 minutes

Material needed:
OH/Poster: Feedback

Preparation needed:
None

Outcomes:
- The participants will be able to define feedback

Method:

- Interactive presentation

Step 1:
The trainer asks the participants what they understand by feedback, and after taking a few responses, tells them that feedback in interpersonal communication means giving your opinion on what someone says or does. The trainer goes on to explain that throughout the interpersonal communication process you exchange feedback - messages sent back to the speaker concerning reaction to what is said or done earlier. Feedback tells people what effect they are having on others around them. It may, for example, tell the speaker what effect he or she is having on listeners. On the basis of this feedback, the speaker may adjust, modify, strengthen, emphasize, or change the content or form of the messages. Feedback is not the same as criticism, as the aim of feedback is always to improve the situation. Feedback may, however, be critical, which means it may identify a certain behaviour that is not helpful. Positive feedback refers to identifying behaviour that is helpful, and is aimed at sustaining it. Feedback shows that you care about the performance of the person you are giving it to, and about the progress of the work you are involved in.

Activity 2: The importance of feedback

Time required:
25 minutes

Material needed:

Preparation needed:
Basic reading: Difficulties of feedback

Outcomes:
- The participants will be able to identify the importance of giving and receiving feedback

Method:

- Interactive presentation

Step 1:
The trainer makes the point that feedback; both positive and critical is not always easy to give. The trainer asks the participants why they think this is so, takes a few responses, and explains that people may be afraid of a number of things when giving feedback, and so they tend to avoid it as much as possible.

Step 2:
The trainer asks the participants why it is also difficult to take feedback, and explains that people do not always want to face what they need to change or may take feedback very personally.

Step 3:
The trainer asks the participants what advantages there are of giving both positive and critical feedback, and notes these down.

Step 4:
The trainer asks the participants what could happen if feedback is not given, and notes these down.

Step 5

The trainer ends the discussion by making the point that feedback is very important for interpersonal communication. If it were not given or taken, there would be less room for improvement or further learning, the person who is seeking feedback may start to feel that s/he is not important enough, the person wanting to give feedback would feel frustrated that s/he is not able to, the relationship would be superficial because there would no honest sharing of opinions, etc.

Step 6

The trainer reminds the participants of the Johari window where one-way of expanding the open quadrant were to further close what *others known, but I don't know window*. This refers to feedback because it is through feedback that we find out what others think about us that we ourselves were perhaps not aware of.

Overall notes – Lesson 20

In the feedback class there is often a lot of discussion and sometimes argument over whether or feedback should be given as a lot of participants assert that honest feedback can sometimes hurt relationships, a risk they would rather not take with relationships that are important to them. Often police personnel do not see the value of this lesson so clearly at the beginning as they feel that they are powerless in front of their seniors and would not be able to ever give them honest feedback. If this comes up in class, the trainer needs to bring up the point that in personal relationships the participants need to decide whether it is the existence of the relationship per se that is important or its quality because while feedback can sometimes create friction, at the end, if the relationship is worth it, it will come out stronger because you only give feedback to someone you care about and about things you genuinely want to improve. The trainer also needs to emphasise that feedback is not about criticizing the person, but about giving your opinion about certain behaviour or act it need not be taken personally either. The trainer needs to acknowledge that in professional, relationships especially hierarchical ones, giving feedback is difficult. However, it is not impossible, and participants need to decide for themselves how important it is for them and when. To a large extent, this depends on how it is given.

Readings – Lesson 20

Reading 28 (R28) - Difficulties of Feedback

Why is feedback difficult to give?

- Some people find it much easier to criticize than to give positive feedback
- Some people find it hard to give critical feedback because they are afraid of hurting people's feelings
- They may be afraid of the reaction that critical feedback will provoke in the other person.
- They may be afraid that giving critical feedback will damage their relationship with the other person.
- They may have ulterior motives – they may actually want the other person to fail at whatever s/he is doing and not improve.
- They may not be self-confident enough to give critical feedback
- They may be afraid of the other person.
- They may not care enough about the situation or person to give feedback

Why is feedback difficult to receive?

- Some people get embarrassed when they are complimented on something they have done well.
- They may not have enough self-confidence or trust in people to believe that the positive feedback is genuine.
- Some people do not want to face things about themselves that they need to change
- They may take feedback personally rather than about that particularly behaviour.
- They may feel hurt and get defensive
- It may make them feel bad about themselves
- It may embarrass them that people around them have noticed something they did not do as well.
- They may not want to make the effort to change or improve on anything.
- They may not care enough about the situation or the other person to change anything about them.
- They may not be good listeners.

Lesson 21: Giving and receiving feedback

Objective/s

- To help the participants apply the feedback principles to specific situations.
- To improve the participants' skill of giving and receiving feedback.

Activity 1: Guidelines for feedback

Time required:
20 minutes

Material needed:
OH/Poster: Guidelines for giving and receiving feedback

Preparation needed:
Basic reading: Guidelines for giving and receiving feedback

Outcomes:
- The participants will be able to identify the guidelines for giving and receiving feedback

Method:

- Interactive presentation

Step 1:
The trainer makes the point that the way in which feedback is given or taken can make a big difference on its impact. The trainer asks the participants what a person giving feedback can do to make the process more useful. After taking a few responses, the trainer presents and explains the guidelines for giving feedback, making the point that the aim of giving feedback is only to improve a certain, changeable behaviour, and not to put the other person down or to make him/her feel bad.

Step 2:
The trainer asks the participants what a person receiving feedback can do to make the process more useful. After taking a few responses, the trainer presents the guidelines for receiving feedback, making an important point that *listening* with an open mind to the feedback being given to you is extremely important whether you choose to agree, disagree or think about the feedback.

Activity 2: Feedback practice

Time required:
20 minutes

Outcomes:
- The participants will be able to give and receive feedback while following the guidelines.

Method:

- Pairs

Step 1
The trainer explains that in this activity the participants will practice both giving and receiving feedback while following the guidelines.

Step 2
The trainer puts the guidelines up on the wall/board**.**

Step 3
The trainer demonstrates by giving the participants some feedback, while following the guidelines.

Step 4
The trainer invites feedback from the participants (only one) about any aspect of the training or trainer, and responds to it following the guidelines.

Step 5
The trainer divides the participants into pairs and tells them that they are to take turns giving feedback to each other, one positive, one critical, about the behavior they have observed during the days they have been together during this training. After they have both finished giving and receiving feedback from each other, they are to give each other feedback on the extent to which each one was able to following the feedback guidelines.

Step 6
In the large group, the trainer asks the participants how it felt to give and receive feedback, both positive and critical, whether it was easy or hard and whether or not the guidelines were being generally followed.

Overall notes – Lesson 21

Identifying ways of giving and receiving feedback are not very difficult to identify, but the actual practice session can be a bit threatening for some participants. Even when the trainer invites the participants to give him/her feedback, there is often some reluctance and even when they do, the participants will give only positive feedback. If the trainer wishes s/he may ask them for feedback on something that needs to be improved. Before they break up into pairs, the trainer should clarify once again that both critical and positive feedback can be given to each other, and the guidelines need to be followed at all time both when giving and receiving the feedback. The trainer may wish to remind the participants again that feedback can only be given about some aspects of the participants' behaviour during this training and must be useful and changeable. Giving feedback about someone's height for example, is neither useful nor changeable.

Readings – Lesson 21

Reading 29 (R29) – Guidelines for Giving Feedback

1. Descriptive
It should be descriptive, not evaluative. Describe the behavior, do not judge it or respond to personality and assumed motivation. Do not use right/wrong language *("I notice that you are looking really down these days?"* **Not** *"Why are you being so aggressive to others?")*

2. Specific

Instead of general talk about a specific piece of behavior *("When you went to your mother's house while I was sick, I felt as if you did not care about me."* **Not** *"You are always inconsiderate and cold.")*

3. Changeable

Only deal with that which a person can do something about; **not,** *"I do not like the shape of your nose."*

4. Requested

Feedback is heard most easily when the other person asks for it. There is also the option of asking a person if they want to hear some feedback you wish to offer.

5. Timely

Feedback is best when you give it as soon after the action/behavior as possible.

6. Positive combined with critical.

Try to give positive feedback first and then negative feedback (but in a constructive way.)

7. At an appropriate time and place.

Try to give feedback at a time which is appropriate and enough for you and the other person.

Reading 30 (R30) – Guidelines for Receiving Feedback

- **Listen** and agree with what is being said. *("I also do not like it when I do that.")*

OR
- **Listen** and disagree. *("What I hear you saying is that I have given too many suggestions during the meeting. Although I respect your point of view, I do not agree. I think my contributions have been valuable and I will continue offering them.")*

- **Listen** and request more information about what the person means. *("Could you be more specific? What about my being quiet bothers you?")*

- **Listen** and express what you are feeling. *("I am feeling upset. It was not my intention to avoid you.")*

- **Listen** and request time to deal with the issue later.

- **Listen** and say thank you.

Important to note is that *to **listen*** is the common guideline in all the above

Lesson 22: Anger

Objective/s

- To help participants understand anger in general and its role in their personal and professional lives

Activity 1: What is anger?

Time required:
15 minutes

Material needed:
OH/Poster: Anger
Handout: Anger
Anger statement

Preparation needed:
Basic reading: Anger

Outcomes:
- The participants will be able to understand anger and its expression

Method:

- Interactive presentation

Step 1
The trainer asks the participants what emotions are most common in their lives. Responses should include happiness, worry, anger, fear, sadness, etc.

Step 2
The trainer explains that anger is a common emotion, and is one of the most difficult ones to manage. This has been identified time and time again in training with the police.

Step 3
The trainer reads out a statement one by one and asks the participants to raise their hands if they agree with it. The statements are:

- Anger is a natural and normal emotion
- Anger is a bad and destructive emotion
- Good people do not feel angry
- People should try and stop themselves from feeling angry

Step 4
When all the statements have been read out, the trainer gives his/her answers to each statement and makes the point that anger is a natural and normal emotional state that can vary in intensity from mild irritation to intense fury and rage. Every human being feels angry at some point. Anger even has its advantages – for example, it makes people stand up against injustice and fight for their rights. It is not anger that is bad and destructive, but how it is dealt with that can be good or bad.

<u>Readings – Lesson 22</u>

Reading 31 (R31) - Anger

- Anger is "an emotional state that varies in intensity from mild irritation to intense fury and rage," (Charles Spielberger, psychologist)

- Anger is a completely normal, usually healthy, human emotion.

- Like other emotional responses, anger is accompanied by physiological changes, such as an increase in the heart rate, blood pressure, energy hormones and adrenaline.

- Every person, no matter who s/he might be, feels angry at some time or another, and this is nothing to be ashamed or guilty about.

- Anger is not a bad or destructive emotion itself. In fact, it even has its advantages, such as giving us the motivation, energy and sometimes even aggression needed to stand up for issues that we feel strongly feel about, the violations of our rights, for self-defense, etc.

- The reason anger is often considered to be a bad emotion, is because it is often expressed in ways which is inappropriate and harmful.

- How we respond to and express our anger is what makes it good or bad, constructive or destructive.

- Therefore, our effort should not be going into trying to stop ourselves from ever getting angry, but into identifying and learning ways of expressing this anger in useful and appropriate ways.

- At the same time we also need to examine our own anger (what or who provokes anger in us, how often we become angry and how we usually express it) and assess whether the anger is really justified - that there is a valid reason for it) or whether it is part of our personality – and we react to everything angrily or often show excessive anger.

Activity material – Lesson 22

Personal anger statements

I feel angry when others…………

I feel my anger is…………………

When I do not express my anger directly, what happens is that………………….

When I do not express my anger at all, what happens is that…………………….

Lesson 23: Anger management

Objective/s

- Help participants to identify destructive and constructive ways of managing anger.

Activity 1: Anger management

Time required:
20 minutes

Material needed:
OH/Poster: Anger management
Handout: Anger management

Preparation needed:
Basic reading: Anger management

Outcomes:
- The participants will be able to identify destructive and constructive ways of managing anger

Method:

- Interactive presentation

Step 1
The trainer asks the participants to brainstorm on all the ways in which people respond to their anger.

Step 2
The trainer asks the participants to identify the following from the list:

- *Which ones are destructive to either the person expressing the anger or to others*
- *Which ones are constructive – effective in the long run?*

Step 3
The trainer reemphasizes that it is not anger itself that is bad, but the way in which people respond to or manage it that can be destructive.

Step 4

The trainer asks the participants what they think would happen if a person ignored his/her anger at all and suppressed it completely, making the point that it is important that anger is always consciously dealt with, but constructively. Otherwise, what can happen is that the anger grows inside and finds inappropriate outlets for itself and starts to control the person rather than the person controlling the anger.

Step 5

The trainer discusses with the participants problem-focused (focusing on solving the actual problem) and emotional-focused (focusing on reducing the emotion only) techniques of effective anger management, both of which are useful depending on the circumstances.

<u>Activity 2: Personal anger situations</u>

Time required:
20 minutes

Material needed:
Personal anger questions

Outcomes:
- The participants will be able to identify a source of anger in their lives, analyze their own reactions to it and identify appropriate ways of dealing with it.
-
Method:

- Pairs

Step 1
The trainer asks participants to individually identify the following in 5 - 7 minutes.

- *A situation in your life where you felt really angry with someone.*
- *What about the person made you angry?*
- *How did you deal with the anger? –What did you do or say?*
- *What would you have liked to do differently, if at all?*
- *Are there other effective ways in which you could have managed your anger?*

Step 2
The trainer asks the participants to share it in pairs.

Step 3
The trainer asks the participants how it felt to do this exercise and how it would help them as policemen or women.

<u>Overall notes – Lesson 23</u>

This is an important class, which allows the participants to thoroughly analyze their coping with anger skills and to understand their implications. The trainer needs to clarify that there are different levels of coping and that sometimes, especially when the anger level is high and the person is afraid of losing control and of doing or saying something s/he might later seriously regret, stopgap or temporary ways of dealing with anger are helpful. For example, drinking a glass or water or taking a shower or avoiding the situation, etc. The trainer needs, however, to clarify that these are not long-term anger management techniques. In order to deal with on-going anger-provoking situations, people need to develop better skills. Here the trainer needs to clarify that some techniques are useful when you have thought about and established that the anger cannot be expressed directly to the person who is the object of anger. At other times, skills such as assertiveness, good communication, etc are useful and may help you to arrive at a sustainable solution rather than only looking for a way of calming yourself. Whatever the case, we all need to think about a develop ways of managing our anger, which do not involve suppressing or ignoring the anger, but which allow us to find healthy ways for its expression.

In order to further emphasize the above points the trainer can share the sayings of Holy Prophet (PBUH)

"One who manages ones anger well is better than the other who lets down the opponent at that time "
(Ravi Hazrat Abu Huraira (RS) ,Sahee Bukhari, Hadees No. 854/35)

Readings – Lesson 23

Reading 32 (R32) – Anger management

People use a variety of both conscious and unconscious processes to deal with their angry feelings. Whatever the method chosen, it is important that the anger is managed in some appropriate and effective way. If it is too suppressed and ignored, it can lead to harmful results, such as constant resentment, cynicism, sarcasm, hostility, bitterness, perpetual sulking, depression, anger being turned inwards to self-blame, physical symptoms (e.g. hypertension) or an explosion of the bottled up anger, which often comes out as aggression.

The other extreme is people whose anger swings out of their control and who deal with it in inappropriate ways, such as through verbal or physical aggression or through self-destructive ways such as alcohol and drug abuse, self-blame, hurting oneself, taking out the anger at other people not related to the situation, back-biting, etc.

Clearly, both categories of people - those who regularly suppress their anger and those who regularly lose control over their anger are likely to have problems in their relationships.

Anger Management

Anger management refers to acknowledging and managing one's emotional, behavioral and physiological reactions to anger. The steps to anger management are a) to be aware of one's anger, b) to assess whether or not the feeling is really anger (e.g. could it be sadness covered up by anger?), c) to assess the intensity of our anger (e.g. scale of 1 – 10) and d) identify ways of managing the anger. The methods that one uses to manage this anger can be problem-focused, meaning that they focus on solving the actual problem that is the cause of the anger, or they may be emotion-focused, meaning that they aim to reduce the emotional and physiological reaction to the anger, rather than the actual situation.

Problem-focused coping

Anger can be managed by either expressing it directly to the person who is the object of the anger or it can be dealt with indirectly. Ideally, the direct, assertive expression is the best way of managing your anger as it leaves no resentment or unresolved anger, which can harm either you or others in any way. If the other person also responds assertively, direct expression can also strengthen your relationships, as it is honest and respectful.

However, some people are unable to express their anger directly either because of internal (e.g. lack of self-confidence) or external (serious and unaffordable implications) barriers. In this case, people need to identify other ways of dealing with this anger that are effective, yet harmful neither to themselves nor to others. Seeking the support of people around you to whom you can talk about the situation, express your feelings and seek advice from is

one such way. Inviting these people to help you mediate with the person you are angry with is another way.

Emotion-focused

Yet there are times when people feel that there is no real resolution to the situation, that nothing will really change the behaviour of person you are angry with or that even if the problem is resolved, the anger will remain. Sometimes this sense of helplessness regarding the expression of anger is an accurate judgment, but at other times it may be imagined because of one's own lack of self-confidence or assertiveness skills. Whatever the reason, some people may choose to manage their anger by calming themselves and reducing their emotional distress rather than by dealing with the problem itself. This may be aimed at a either a temporary or a long-term reduction in your anger. At times, this sort of coping may be the only choice a person has for managing his/her anger. Some examples of such techniques are:

- Rating your anger on a scale from 1 – 10, and not confronting the issues until you have reached at least a 6 or 7 (so that you are calm enough to communicate)
- Taking out time to relax and calm yourself, such as through relaxation techniques, prayer, etc.
- Distracting yourself through other means, such as work or hobbies
- Temporary measures such as drinking water, taking a shower, etc.
- Expressing the anger through writing, art, music, etc.
- Participating in supportive therapy or support groups

Sometimes problem-focused and emotional-focused techniques can be used in combination. For example, a person may start by rating his/her anger and take a shower to calm him/herself down and then speak to the person s/he is angry with assertively.

It is also important to analyze your own anger and to assess its validity. If you are a person who feels angry too often or flies into an intense rage easily, you would need to assess whether the anger is really because of other people or because of your own emotional issues. If this is the case, you may consider talking to a professional about it. Similarly, if you are a person who never feels angry at anything, it may be that you are unconsciously suppressing your anger because you think it is wrong to feel angry. This could affect you in other ways.

Lesson 24: Dealing with pressure

Objectives

- To help participants understand stress, its causes and effects.
- To help participants identify ways of managing stress effectively.

Activity 1: What is stress?

Time required:
10 minutes

Material needed:
OH/Poster: Stress
Handout: Stress

Preparation needed:
Basic reading: Stress

Outcomes:
- The participants will be able to define stress and identify its causes

Method:

- Interactive presentation

Step 1
The trainer asks the participants what they understand by the term stress, and takes a few responses. The trainer explains that self-awareness of one's own stress is extremely important both in one's personal and professional life as it allows us to manage it more effectively. This affects our personal well-being, self-confidence, our relationships and in turn, our performance.

Step 2
The trainer explains that some pressure is good because it increases performance. However, when the pressure on an individual seems to be excessive, overwhelming or out of his or her control, stress occurs. It is sometimes a very natural reaction to any big change in one's life, which requires an adjustment. People are exposed to a range of stressors both at work and in their personal lives. Certain occupations, such as the police have higher stress levels than others, but individuals react to stress in different ways.

Activity 2: Stressors

Time required:
10 minutes

Material needed:
OH/Poster: Stress

Preparation needed:
Basic reading: Stress

Outcomes:
- The participants will be able to identify stressors in their own lives

Method:

- Discussion

Step 1
The trainer asks the participants to brainstorm on what the stressors (sources of stress) in their lives are.

Step 5
The trainer highlights the most common stressors and adds to the list those that have been identified in other research with the police.

Step 6
The trainer makes the point that everyone experiences stress and that it is a normal reaction to major changes in one's lives. How one copes with this stress can determine to what extent this has an impact on you.

Activity 3: The impact of stress

Time required:
10 minutes

Material needed:
OH/Poster: The stress reaction
OH/Poster: Impact of stress
Handout: The stress reaction
Handout: Impact of stress

Preparation needed:
Basic reading: The stress reaction
Basic reading: Impact of stress

Outcomes:
- The participants will be able to identify the impact of stress

Method:

- Interactive presentation

Step 1
The trainer asks the participants to identify the following:

- The possible physical impact of stress
- The possible emotional/psychological impact of stress

Step 3
The trainer adds to the list the main ways in which stress may affect people physically (e.g. ulcers, heart, etc) or psychologically (depression, lack of concentration, etc.), making the point that not everyone responds to stress in the same way. The kind of stress experienced, other stressors in one's life, personal experiences, support from others, personality traits, etc. all combine to determine how someone responds to stress.

Activity 4: Managing stress

Time required:
10 minutes

Material needed:
OH/Poster: Managing stress
Hand-out: Managing stress

Preparation needed:
Basic reading: Managing stress

Outcomes:
- The participants will be able to differentiate between destructive and constructive ways of dealing with stress.
- The participants will be able to identify some constructive ways of dealing with their own stress

Method:

- Interactive presentation

Step 1
The trainer asks the participants the different ways in which people respond to stress, and notes these down.

Step 2:
The trainer asks the participants to identify which ones of these are helpful (constructive) ways of dealing with stress and which ones are harmful (destructive).

Note:
The trainer will need to have a good understanding of helpful and harmful ways of dealing with stress and will need to make the point that just because something brings temporary relief does not mean that it is a helpful way of managing stress. In fact, it may actually be harmful (e.g. alcohol).

Step 3:
The trainer briefly talks about the ways of dealing with stress, clarifying that there are a) stop-gap ways of dealing with stress, which provide temporary relief and are not harmful, but are not sustainable in the long run, there are b) harmful ways and there are c) constructive stress management techniques that may take longer to start working, but are much more useful in the long-run.

Step 4:
The trainer talks about some effective constructive stress management techniques.

Overall notes – Lesson 24

Stress is an issue that everyone relates to. It is usually quite easy for the participants to Identify the basic causes, triggers and sources of their stress. In that sense this is normally a class that participants respond well to. The trainer needs to point out that while every human being experiences stress at some point or another, certain professions themselves are stressful. The police, for example, deal with a range of situations that must feel out of their control. This is to do with both the nature of their jobs (fighting crime, long hours, etc) and the structure of their institution (hierarchy and discipline). The likelihood for the police to experience stress is therefore extremely high. While most people acknowledge its existence, not everyone realizes the range of ways in which it can impact one's well-being, both psychological and physical. Even fewer people know of ways in which they can manage stress effectively. The trainer needs to clarify that the aim of stress management is not to eliminate stress from one's life because this is impossible. The aim is to identify the stressors that one faces and find ways if dealing with them which are not harmful and which actually reduce the impact of stress. As with anger, the management of stress can focus on the actual cause or it can focus on the symptom. Focusing on the cause is of course a more sustainable way of dealing with the problem, but the trainer needs to acknowledge that this is not always possible, one, because some situations are not changeable (e.g. loss through death) and two because even if one cause is eliminated, others will appear since stress is a common reaction to all kinds of changes. Therefore, managing one's symptoms becomes critical.

Readings – Lesson 24

Reading 33 (R33) - Stress

What is stress?

Stress is a very natural reaction to any big change in one's life, which requires an adjustment. Some pressure in one's life is a good thing because it increases performance and gives us the energy and strength we need to deal with the demands and challenges of daily life. However, when the pressure on an individual seems to be excessive, overwhelming or out of his or her control, it is called stress.

What causes stress?

Stress may be caused by a variety of factors:

- Environmental pressures (routine or specific – family pressure, work pressure, pollution, over-crowding, difficult working conditions, over-work and fatigue, conflicts, personal illness, caring for an ill person, injury, financial, relationships issues, violence, etc.

- Sudden changes in life (good or bad) – threatening emergency situations, change in jobs, relocation, new relationships, etc. or losses through death, divorce, job loss, etc.

Some specific stressors for policemen

- Unsafe and uncomfortable work conditions
- Exposure to seriously dangerous situations, with a high likelihood of injury or death
- Possible loss of colleagues and friends in dangerous situations
- Extremely long working hours – with little time for self or family
- Over work and fatigue
- Hectic traveling
- Low pay rates and financial problems
- Inadequate leave
- Lack of job security
- Pressure to follow orders - little control on system
- Huge responsibilities and expectations from community
- Lack of adequate support for work – equipment, staff, financial, facilities, etc.
- Lack of appreciation from community

Stress reaction

The physiological reaction

When a person is under stress, all the body's systems gear up to respond to it. Parts of the brain start to trigger the release of certain hormones and neurotransmitters, and create an immediate emotional and physical response to the stress. The heart, lungs and circulation respond by increasing the rate of breathing, transporting more oxygen and increasing the blood flow. The immune system responds by redistributing immune molecules to areas, which are most vulnerable to injury or infection (e.g. lymph nodes and skin, etc.). The mouth and throat muscles respond by diverting fluids to where they are needed most, thus drying the mouth and making it difficult to swallow. The skin responds by diverting blood flow away from the skin to support the heart and muscle tissues, resulting in cool, clammy, sweaty skin. The metabolic system shuts down digestive activity for the time being.

Such responses are necessary in order to prepare the body to deal with an immediate source of stress and to perform well under pressure. Under normal circumstances, once the threat (the source of the immediate stress) has passed and the effect has not been harmful (no serious injury or loss) the stress hormones return to normal and the systems normalize. This is called the relaxation response. However, when the stress is chronic and continues over long periods of time (e.g. a serious illness, violent relationships, etc.) or is low level but long-term (e.g. work pressure), these physical stress reactions are often harmful in the long run, and the relaxation response is no longer sufficient to bring stress levels down.

The possible effects of such stress may be physical or psychological.

Reading 34 (R34): Impact of stress

Physical	Psychological
- Hypertension (high blood pressure) - Heart diseases - Stroke - Susceptibility to infections (colds, flu, viral infections) - Gastrointestinal problems (ulcers, chronic stomach upsets, inflammation of the colon, etc.) - Eating problems (weight gain, weight loss, eating disorders) - Diabetes - Pain (muscular aches and pains, headaches, including migraine) - Sleep disturbances (insomnia, restlessness) - Reproductive and sexual problems (lack of interest and pleasure in sexual activity, menstrual difficulties in women, pregnancy-related difficulties, etc.) - Skin problems - Hair loss	- Memory problems - Learning problems - Difficulty in concentrating - Depression - Anxiety - Lose self-esteem - Relationship issues - Performance

Reading 35 (R35) – Dealing with stress

Harmful ways

Smoking, drugs, drinking, acting out, self-destructive behaviour, suicidal tendencies, over-eating, self-neglect, over-working, aggression, etc.

Short Term Coping ways

Talking, avoidance, distraction, music, tea/coffee, hobbies, fantasizing, keeping busy, sleeping, crying, etc.

Long-term Coping ways

- Relaxation exercises (yoga, meditation, breathing, visualization, prayer, quiet time alone etc),
- self-awareness (therapy, support groups, self growth)
- positive self talk
- healthy attitudes towards and realistic expectations of oneself
- organizational skills
- time management
- assertiveness
- physical exercises
- healthy outlets (having fun, entertainment)
- developing life purpose, philosophy, religion
- accepting change
- finding support and help in friends and family
- maintaining health and nutrition
- developing a healthy routine

Lesson 25: Self-assessment on *Life skills*

Objective/s

- To help participants identify and review their learning of the life skills section.

Activity 1: Self-assessment

Time required:
40 minutes

Material needed:
None

Preparation needed:
None

Outcomes:
- The participants will be able to identify their learning from the life skills section and identify areas they would like to work on further

Step 1:
The trainer hands out the self-assessment form the to participants and asks them to fill it out.

Note:
The trainer needs to tell the participants that they may write as many learnings and details they like. The aim here is not to write what they liked, but what learning/points they got from these sessions. For example, "I learnt that assertiveness increases your self-respect."

Step 2:
The trainer discusses with the participants which parts of the section they found most useful and which ones they would like to work on more.

Self-assessment form

My main learning about life skills is that

_____

_____

_____

_____

My main learning about good interpersonal communication is that

_____

_____

_____

My main learning about good listening skills is that

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_____

My main learning about blocks to communication is that

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_____

My main learning about non-verbal communication is that

_____

_____

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_____

My main learning about the tools of communication is that

_____

_____

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My main learning about assertive behavior is that

_____

_____

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_____

My main learning about feedback is that

_____

_____

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_____

My main learning about anger management is that

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_____

_____

_____

My main learning about dealing with pressure or stress is that

_____

_____

_____

_____

Social Awareness

ATTITUDINAL CHANGE CURRICULUM

SECTION (C): SOCIAL AWARENESS

LEVEL: 2

CONSTABLES/ HEAD CONSTABLES

Rationale

A critical element in attitudinal change is knowledge and information. Information and knowledge about the social environment is referred to here as social awareness. Social awareness allows individuals to form educated opinions and attitudes about their environment and to develop corresponding strategies to respond to the demands their environments place on them. The process of identifying which skills are needed and how they are to be applied depends on the environment. One of the first steps towards bringing about any social change, therefore, is through a good understanding of one's existing social environment which includes political environment too. This allows us to identify the existing limitations, strengths and gaps, and to therefore develop visions and plans for change in the future.

Human beings do not exist in isolation and some level of social awareness is essential for all people in order to function in society. However, for professionals such as policemen and women whose very work entails interacting with people, institutions and social structures, and who are faced with socio-political issues on a daily basis as part of their primary work, the importance of such awareness cannot be over-emphasized. As an important social institution itself, the Police must maintain a thorough understanding of social issues, their dynamics, causes and implications. The kind of information the Police has on various social

issues and their attitudes towards them determine to a large extent how these issues are responded to. For example, a policeman or woman who has little or inaccurate information on child abuse or child development would respond differently to a case of child abuse than one who has such information and understands the issue well. Thus to effect a positive attitudinal change in the police, accurate information and opportunities to analyze, process and understand this information must be provided.

Preface

This section comprises of 12 lessons, covering a range of topics, allowing the participants an opportunity to increase their understanding of:

- Social justice
- Human rights
- Islam and human rights
- Women and child rights
- Prisoners' rights

Special notes on the Social Awareness section for trainers

Although this is primarily an information-based section, the trainer will need to encourage a lot of discussion and analysis. The issues being addressed here can be quite thought-provoking and the participants are likely to have strong opinions regarding many of them. The trainer will need to be careful that the discussions remain healthy and useful and not turn into heated arguments among the participants or with the trainer him/herself too often. At the same time the trainer needs to be aware that a difference of opinion are okay and that it is important that people have the space to express their opinions and that these are respected. The trainer also needs to be aware that s/he him/herself may have strong opinions about some of the issues addressed in this section and needs to be able to discuss them calmly with the group and to accept resistance if it comes. Reading up on these issues beforehand would be helpful as a certain level of comfort with these issues is required before talking about them to others. It will be useful to emphasise at the start of the section that the development and progress of any society depends on the well-being of all its members and that if any group is being deprived of its rights and is facing discrimination, the entire society suffers as a result. The trainer will need to try and bring in a personal awareness of how every individual's rights are violated in some way or another and through this create sensitivity towards the violation of the rights of others. Both human rights and Islamic perspectives will need to be used here as these are aspects of one's identity which all participants are likely to relate to.

Lesson 26: Ideal society

Activity 1: What is an ideal society?

Objectives

Create a common understanding among the participants about the vision of an ideal society.

Time required:
40 minutes

Preparation needed:
Read the activity material

Outcomes:

- The participants will be able to define a vision for an ideal society

Method:

- Interactive presentation, discussion

Step 1
The trainer asks the participants to close their eyes for 3 – 5 minutes and visualize an ideal society and what that would be like.

Step 2
The trainers asks them to write on their notepads/cards 10 - 15 specific things that they would like to see in this ideal society.

Note
The trainer needs to clarify that they should be very specific in writing these characteristics e.g. if they think an ideal society is an Islamic society then they should write down those specific things or qualities that make it Islamic e.g. they could write that it is a society in which no-one is above the law, whether rich or poor.

Step 3
The trainer asks the participants to call out their responses and notes them down on the board.

Note
The trainer instructs them that they are not to make comments or pass judgments on each other's ideas.

Step 4
The trainer discusses the following with the participants:

- How would vulnerable members of a society, such as women, children and religious minorities feel, behave and be treated in an ideal society?
- How would policemen/ women feel, behave and be treated in an ideal society?
- What can we do about this vision?
- Who is responsible for creating this society?

Step 5
The trainer makes the point that social change comes about when people have a vision in mind to work towards. Thus the first step towards bringing about this change is to develop this vision and to think about identifying one's own role in working towards that vision. Working towards the creation of an ideal society is everyone's responsibility, but for police personnel, even more so.

Overall notes – Lesson 26

This lesson serves as a good introduction to the social awareness section, as it links the issues that are to come up later, to the attitudinal change module. It also reinforces the notion that policemen and women are an important part of the social system and need to be aware of and concerned about social issues at every level. Developing an ideal vision for the society allows the participants to own these issues and to see a personal role in effecting social change. The trainer needs to allow the participants' time to deeply reflect on how they visualize an ideal society and to discuss it with each other. It is important that the discussion not stay at a superficial, clichéd level, and that the participants discuss specific features that they would like to see in an ideal society. The trainer will also need to bring out the commonality in the entire group's vision and to make the point that this mean people can work together towards a common vision. Another key aim of social awareness is to be aware of and to address the issue of social justice, which entails an understanding of social disadvantage and vulnerability. The trainer must bring out this feeling of vulnerability in the discussion and emphasise how things would be different in an ideal society. The trainer also needs to make the point that being able to visualize specific changes helps people work towards them consciously and in a systematic manner. The trainer needs to link this session to the earlier session on prejudice and discrimination and remind the participants that there are many disadvantaged group, and the kinds of discrimination that face are similar to each other in some ways, and different in others, for example, women in all socio-economic groups face discrimination both inside and outside the home. However, the day to day work on the police most frequently involves the 3 broad groups discussed in this session

Sample responses – Lesson 26

An ideal society

Taken from Rozan's previous trainings with the Police officers.

- Men and women both have equal rights.
- People take care of others' rights and enjoy all facilities equally.
- There is no discrimination
- Women and men both take part to achieve their goals.
- Where people are not biased or prejudiced
- All people of society can avail basic facilities like education, health care, etc.
- There is respect for each other
- There is confidence between the government and public.
- People spend their lives according to their religion
- There is no feudal system.
- The laws, court systems and other government department are efficient and managed properly.
- Laws and regulations are followed.
.

A child in an ideal society

- A child is treated with love and respect, is not used, abused or harmed by others, is given education and opportunities for development, gets attention and guidance, is protected, gets good health care.
- A child feels happy, loved, safe and secure, has a high self-esteem.
- A child goes to school, plays, has friends, learns, develops, manages his emotions well, and has good relationships with his /her family.

A woman in an ideal society

- A woman is given the rights accorded to her in Islam such as earning, living, education, respect and safety.
- A woman is treated with respect and love, she is considered equal to men, given all her legal, social and religious rights, she is not harmed, abused or exploited by others, she does not face discrimination in jobs or educational institutions.
- A woman feels safe anywhere she goes at any time, no matter what she is doing or wearing, she has a high self-esteem, and she feels self-confident.

- Women are safe and feel comfortable in public environment.
- A woman makes her own choices – she looks after her home and family and her own needs, she gains an education, she earns a living, she votes, she expresses her needs, she has friends, she socializes, she spends time with her family, she develops herself as a person, she communicates openly, she stands up for her rights and for justice.

A religious minority person in an ideal society

- A minority person is treated with respect and acceptance, s/he is given all his/her legal, social and religious rights, s/he does not face discrimination in jobs or educational institutions, sh/e is not harmed by others, s/he is allowed to practice his/her own religion and beliefs freely, s/he has a high self-esteem and confidence.
- S/he is not exploited, made fun of, isolated and marginalized.
- A minority person feels safe and accepted, feels like an equal member of the society.
- S/he has friends, gains education the same as anyone else, s/he does the same jobs as anyone else, s/he stands up for her/his rights and for social justice, etc.

A Policeman/woman in an ideal society

A Policeman/ woman is respected and trusted, s/he is not put down or made fun of, s/he is not stereotyped as always being inefficient and corrupt, and s/he is looked up to and relied on.

A Policeman/woman feels self-confident and respected, s/he feels responsible and motivated, s/he feels, strongly for issues of social justice and human rights, s/he feels capable, has high self-esteem, is self-respecting.

A Policeman/woman used his/her power responsibly, follows the law, takes stands against social injustices, deals with people fairly, does not exploit or abuse, deals with people politely and respectfully, stands firm on principles of justice, etc, takes care of one's own needs and development.

Lesson 27: Human rights

Objectives

- Create awareness and increase understanding among the participants about the United Nations Declaration of Human rights.

Activity 1: What are human rights?

Time required:
40 minutes

Material needed:
Poster: Universal Declaration of Human Rights (UDHR)
Hand-out UDHR

Preparation needed:
Basic reading: UDHR

Outcomes:
- The participants will be able to identify basic human rights.

Method:

- Interactive presentation

Step 1
The trainer asks the participants to brainstorm on what the rights of all people are.

Step 2
The trainer explains that rights are based on needs - practical (e.g. food, health) and strategic (respect, education).

Step 3
The trainer asks the participants where we get these rights? From example, some rights are given to us by our family, some through social rules, laws, religion, international conventions, etc.

Step 4
The trainer goes through the handouts on the UDHR. The trainer should share that Pakistan is also one of the signatory countries of the declaration in December 1948.

Overall notes – Lesson 27

Although there is much talk of human rights, few people know what exactly these rights entail and what fundamental values they are based on. In this session, the trainer will need to explain to the participants that human rights are universal rights meant for all people simply on the basis of their being human beings, regardless of sex, age, religion, nationality, etc. These are also supported by Islam, as will be discussed later in this section. The trainer needs to have read and understood the UDHR beforehand in order to go through its clauses step by step, and explain that by being a signatory to the convention, Pakistan is obliged to uphold these clauses. Thus, the Police force, which is meant to be a custodian of the law, needs to be aware of and to understand these.

<u>Readings – Lesson 27</u>

Reading 36 (R36) - Universal Declaration of Human Rights

1. All human beings are **born free and equal.** We are all the same in dignity and rights and have the same rights as anyone else.

2. Everyone should have the **same rights and freedoms**, no matter what race, gender or colour they may be.

3. Everyone has the **right to live, to be free and to feel safe.**

4. **Slavery should be prevented** at all times.

5. No one should be put through **torture, or any other treatment of punishment** that is cruel or makes the person feel less human.

6. Everyone has the **right to be accepted everywhere as a person.**

7. You are entitled to be **treated equally by the law,** and to have **equal protection of the laws.**

8. If your rights under the law are violated, you have **right to seek justice.**

9. You should **not be arrested, held in jail or thrown out of your own country for no good reason.**

10. In case you have to go to court, you have the **rights to a fair and public hearing** by courts that are open minded.

11. If you are blamed for a crime, you have the **right to be considered innocent until proven guilty.** You should not be punished for something that was not illegal when it happened.

12. You have the **right to privacy**. No one should attack your honesty and self-respect for no good reason.

13. Within any country you have the **right to go and live where you want.** You have the **right to leave any country, including your own, and return when you want.**

14. You have the **right to seek shelter from harassment** in another country.

15. No one should take away the **right to the country where you are from.**

16. Men and women have the **right to marry and start a family. Both have to agree to marriage and both have equal rights** in getting married, during the marriage and if and when they decide to end it.

17. Everyone has the **right to have belongings** and no one should take your things away from you for no good reason.

18. Everyone has the **right to believe in any religion they want.**

19. Everyone has the **right to hold their opinions and freedom to express them.**

20. You have the **right to gather peacefully with other people.** No one can force you to join or belong to any group.

21. Everyone has the **right to political participation directly or through voting.** Everyone has the **right to equal access to public service** in their country.

22. Everyone has the **right to have their basic needs met and for personal development.**

23. You have the **right to work, to choose your job and join a union.** Everyone has the **right to equal pay and to be protected against not having work.**

24. Everyone has the **right to rest and relaxation.**

25. Everyone has the **right to an adequate standard of living** that includes having food, clothes, a home and medical care for you and your family.

26. Everyone has the **right to education** as well as **equal access to education.**

27. Everyone has the **right to participate in the cultural life of the community,** to enjoy arts, music and books and to share in the new discoveries of science. If you have written, made or discovered something, you should get credit for it and get earnings from it.

28. Everyone has the **right to a world where rights and freedoms are respected and made to happen.**

29. We all have responsibility to the place where we live and the people around us. To enjoy freedom, we need **laws and limits that respect everyone's rights, meet our sense of right and wrong, keep peace in the world, and support the United Nations.**

30. Nothing in this statement may be taken to mean that anyone has the right to violate our rights.

Adapted from "The Bells of Freedom" Actions Professionals' Association for the People, Ethiopia, 1996

Lesson 28: Human Rights Violations

Objective
- Create awareness and help participants understand the violation of different human rights within the context of Pakistani society.

Activity 1: Human rights violations

Time required:
40 minutes

Material needed:
Case study:
OH/Poster Human Rights

Preparation needed:
The trainer should have read and analyzed the case study before hand.

Outcomes:
- The participants will be able to identify the human rights violations that occur in the case study.

Method:

- Case study

Step 1:
The trainer displays the human rights poster on the board.

Step 2
The trainer hands out a case study to all the participants and gives them time to read it.

Step 3
The trainer asks the participants the following questions:

- *Which human rights are being practiced?*
- *Which human rights are being violated?*
- *Who are they being violated by?*
- *What other kinds of human rights violations occur in Pakistan?*

Step 4

The trainer makes the point those human rights violations occur every day, but are often not recognized. As custodians of the law, Policemen/ women need to be aware not only of national laws, but also international guidelines regarding behaviour.

Step 5

The trainer tells the participants that there are also special conventions to protect the rights of particularly vulnerable groups such as women (CEDAW – Convention for the Elimination of all forms of Discrimination against Women) and children (CRC – Child Rights Convention).

Overall notes – Lesson 28

In this session, the participants learn to internalize and apply human rights principles to people's day to day lives. The trainer will need to encourage the participants to identify as many violations as possible and to understand how common such violations are. The trainer will also need to make the point that it is not necessarily one particular group of people that violates these rights and that all of us play a part in the system. The trainer may also wish to make the point that Pakistan's human rights reputation worldwide has suffered because of its poor record as shown in the 2 reports both local (Human Rights Commission of Pakistan) and international (Amnesty International). This has been pointed time and again by international human rights watch groups. The police's role in improving this situation needs to be particularly emphasized.

Activity material – Lesson 28

Case study

Khalid and Amina are a couple living in a big city. They have 3 children, 2 sons (Ahmed and Ali) and a daughter (Fatima). Khalid is an Assistant Sub Inspector (ASI) with the police department and Amina is a teacher in a private school. Living in a big city is expensive, and they both work hard to meet their family's needs. Amina is a good teacher but she is not being paid according to her skills and qualification.

Kahlid has been very busy with his job. He has been trying to get leave but the workload does not allow him to do so. Many times when there is a shortage of force, he is called from home for night duty. At times he feels depressed that his salary and the facilities available to him are not sufficient to meet his family's needs.

Amina and Khalid's eldest son Ahmed just completed his BSc. and has been offered admission in a good engineering college. Ahmed has always wanted to study engineering, but both Amina and Khalid want him to join the army. For days Ahmed tries to persuade his parents to let him join the engineering college, as he has no interest in the army, but his parents give him no choice.

Fatima got married last year to her cousin, Akhtar. She had not wanted to marry him, but her mother insisted she marry him, as she did not want to refuse a proposal from her own nephew. Fatima cried a lot, but her parents did not change their mind. A few months after the marriage Akhtar began staying out of the house for long periods of time. Sometimes he did not come home for days. Fatima tried to talk to Akhtar about this, but he would was not willing to discuss it and would get angry and beat her. When she talked to her in-laws and her own parents, they would all get angry and told her to keep quiet and not say anything.

Ali attends a large school and is very good at sports, however his academic marks are not good at all. He often comes back from school angry and upset because one of his teachers gets angry at him and beats him.

Activity material

Case study notes for trainer – Human Rights Violations

1. Work hours are too long (Police)
2. Not being paid according to the education and skills (Amina)
3. Lack of choice of education/career (Ahmed)
4. Lack of choice in marriage (Fatima)
5. Lack of safety (Fatima beaten by her husband)
6. Lack of safety and well-being at school (Ali)

Readings – Lesson 28

Reading 37 (R37) – State of Human Rights 2004 Highlights

Human Rights Commission of Pakistan (HRCP) Report 2004
Adapted by Rozan

Laws

- There was little evidence that public concerns were a priority for law-makers.
- The NWFP government's Hasba Bill continued to attract strong criticism.

Judiciary

- A long delay in filling apex court vacancies and the manner in which they were filled revived doubts about administration's respect for judicial independence.
- A Lahore lawyer despairing of finding justice, attempted suicide in the courtroom of the Chief Justice.
- The Hasba Bill was challenged before the Peshawar High Court.
- Samuel Masih, a Christian accused of blasphemy, was killed by his Police guard.
- 15 convicts were hanged and 394 people, including five women, awarded the death penalty..

Law and order

- Terrorist actions, especially those motivated by sectarian considerations, presented a major threat to the lives of citizens.
- The number of sectarian attacks increased. At least six major incidents were reported.

- There were reports of an increase in urban crime from several cities. In Lahore, the figures for murder, attempted murder, robbery, the snatching or theft of vehicles, abduction and kidnapping for ransom, as compared to 2003, all rose.
- Casualties in police encounters showed an increase, as per figures from the Punjab and Karachi.
- Deaths in custody were commonplace and the use of torture endemic.
- Disciplinary actions against police were taken by the judiciary in some notable cases.

Jails and prisoners

- Over 85,000 men, women and children were housed in 89 jails across the country, with over-crowding an acute problem.
- Incidents of rioting, hunger-strikes by prisoners and unrest at prisons were reported from across the country, mainly due to poor conditions of detention.
- Torture, brutality and corruption remained endemic at jails.
- As the death row population rose steadily, it was found an average of three to six prisoners were kept in a single death cell, sometimes for many years.

Freedom of thought, conscience and religion

Sectarian violence claimed at least 100 lives.
The US State Department once more found Pakistan to be among the world's top flouters of religious freedoms.
A minor administrative change in the blasphemy laws was made, with investigation taking place by a more senior police officer.

Freedom of expression

- The harassment of individual journalists and actions against publications increased during the year.
- Force was used on many occasions to prevent working journalists from performing their duties.
- More cable television and private radio channels began broadcasts.
- Some theatre performances were stopped in the Punjab and musicians attacked in Peshawar.
- Political parties were repeatedly denied their right to assemble for rallies, meetings or seminars.
- Force was used by police to prevent assembly.

Freedom of association

- NGOs feared new rules for certification were a means to monitor
- and regulate activities.
- A threat to NGOs and NGO activists continued to be posed.
- Trade unions faced restrictions under the Industrial Relations Ordinance and the bar on student unions remained in place.

Political participation

- Dozens of opposition activists were arrested during the year.
- Use of accountability laws remained selective.

Women

- Official figures showed an average of 1,000 women died each year as a result of honour killings.
- More discussion on issues of relevance to women was seen in assemblies, and a bill on honour killings passed by parliament in October.
- Women were once more barred from contesting elections or balloting in parts of the country.
- Thousands of women faced domestic violence. The number of acid attacks increased dramatically, with at least 42 cases reported.
- 19 cases of the stripping of women were reported.
- Laws discriminatory to women, including the Hudood ordinances and the Qisas and Diyat law, were not amended or repealed.

Children

- According to unofficial estimates, at least 10 million children formed a part of the labour force.
- At least 10,000 runaway children lived on the streets of Karachi alone. Many were addicted to 'glue'.
- 823 cases of abuse of children were reported in the first six months of 2004.
- Children in the country were trained for armed conflict.
- Estimates suggested hundreds of children were trafficked to the Middle East for use as camel jockeys

Labour

- At least 35 percent of the country's people lived below the poverty line.

- Retrenchments from public sector jobs slowed down. The policy of 198rganizatio giant semi-autonomous corporations however threatened many jobs.
- Over 33,000 young people holding post-graduate degrees were unemployed.
- Over 1,000 people committed suicide during the year. In many cases, unemployment or acute financial strain motivated the deaths.
- Tenants on farms controlled by the military in the Punjab faced continuing violence.
- The Industrial Relations Ordinance restricted the formation of trade unions.
- Laws on bonded labour were poorly implemented and bondage at agricultural estates in Sindh and at brick kilns in the Punjab remained widespread. Increased cases of debt bondage were also reported from
- Punjab farms and among domestic workers.
- Hundreds of Pakistanis who had left the country illegally, often with the connivance of human smugglers, were sent home during the year.

Education

- With functional literacy at just over 35 percent, Pakistan was ranked as one of the world's least literate countries.
- Pakistan's budgeting for education was the lowest in South Asia.
- Despite expanded enrollment efforts, half the enrolled children dropped out within the first five years of schooling.
- More and more educational responsibility was handed over to NGOs and other autonomous organizations by the government
- Official reports stated 5.8 million children, most of them girls, were deprived of schooling.
- Protests over curriculum changes by orthodox groups resulted in a reversion to previously used texts, within which biases on the basis of religion and gender were deeply entrenched.
- At least four instances of brutality to children, in one case resulting in death, were reported from Madrassahs.

Health

- Health indicators for the country remained the worst in the region.
- 38 percent of children under-five and 19 percent of all people suffered under-nourishment.
- Private medical care was unregulated in terms of both services offered and costs.
- There were at least 4.5 million drug addicts in the country.

Housing

- There was a shortfall of 5.55 million housing units across the country.

- Ownership rights to katchi abadi residents in the Punjab were granted at a swifter pace compared to previous years.

Environment

- Dozens of people died, and many others suffered illness, as a direct consequence of consuming contaminated water.
- Worsening air and water pollution took a growing toll on health.
- Per capita water availability decreased from 5,650 cubic metres per annum in 1951 to 1,000 cubic metres in 2001-02. Growers in Sindh staged protests against chronic water shortages.
- About 100,000 acres of land became unproductive each year due to water-logging and salinity.
- Thousands of trees were felled across the country to accommodate development projects.

Refugees

- The Afghan refugee population fell to its lowest level in over a decade.
- Afghan refugees voted in the Afghan presidential election held in October.
- The number of internally displaced people in the country, mainly as a result of mega development projects, grew rapidly.

Reading 38 (R38) – Amnesty International Pakistan Report 2004

Covering events from January – December 2003

There was a sharp increase in sectarian violence in the second half of the year particularly in the provinces of Sindh and Balochistan. Hundreds of people were arbitrarily detained in the context of the US-led "war on terror". Human rights abuses against women, children and religious minorities continued to be ignored by the government. There were severe restrictions on freedom of expression in the North West Frontier Province (NWFP) particularly targeting musicians and artists. At least 278 people were sentenced to death and at least eight were executed

Violence against women

Women and girls in Pakistan continued to be subjected to abuses in the home, the community and in the custody of the state. Impunity for such abuses persisted. Very poor women and women from religious minorities were particularly vulnerable to violence in the community and home. According to the local human rights organization, Lawyers for Human Rights and Legal Aid, at least 631 women and six girls died in "honour killings" in

the first eight months of the year. About half of these deaths were reported in Sindh province. Many more killings went unreported in Balochistan and NWFP.

In September, Riasat Bibi was killed in Peshawar. Her father accused her former fiancé of the killing. However, neighbours believed that she was killed by her own family for choosing her marriage partner. No one had been arrested for her murder by the end of the year.

The review of discriminatory laws by the National Commission on the Status of Women announced in 2002 had not been published by the end of 2003.

Abuses against children

In October the UN Committee on the Rights of the Child expressed concern at the poor implementation and awareness of the Juvinile Justice Syystem Ordinance(JJSO). There was widespread failure on the part of the authorities to implement the provisions of the JJSO during the arrest, trial and imprisonment of children.

In September, a sexual abuse scandal which stretched back over two decades surfaced at a government school in Peshawar. Several teachers and other employees were accused of involvement in supplying students as child prostitutes to guests in a local hotel. Five employees of the school including two teachers were suspended by the education authorities but no action was taken by police.

Religious discrimination

Pakistan's blasphemy law continued to be abused to imprison people on grounds of religious belief, contributing to a climate in which religiously motivated violence flourished.
In February, Mushtaq Zafar was shot dead by two unidentified gunmen. He was on his way home from the High Court while on bail in a blasphemy case brought against him by his neighbours. In November 2001, a dispute between Mushtaq Zafar and his neighbours apparently resulted in his house being set alight and shots being fired at him, killing a friend of his. The neighbours were arrested for the murder; court proceedings in the case were continuing at the end of the year. However, according to Mushtaq Zafar's son, the neighbours' family put pressure on his father to withdraw the murder case and the accusation of blasphemy against him was part of an attempt to intimidate him. Friends and relatives of the neighbours allegedly wrote to religious leaders, demanding Mushtaq Zafar's death.

Torture and ill-treatment and deaths in custody

Torture and ill-treatment by the police and prison officers remained routine and the perpetrators were rarely held to account. Several people died in custody.

In May, Nasim Bibi was accused under the blasphemy law of desecrating the Holy Qur'an. She had initially been granted bail by the Lahore High Court but was later taken back into judicial custody. In August she died in the Kot Lakhpat Jail, Lahore, the same prison where Yousuf Ali, also accused of blasphemy and held in solitary confinement, died in 2002. Nasim Bibi, who suffered from asthma, was allegedly denied medical treatment while in prison. The Human Rights Commission of Pakistan called for an investigation into her death. The Deputy Superintendent of the prison claimed Nasim Bibi had a pre-existing heart condition and died of heart failure.

Death penalty

At least 278 people were sentenced to death, bringing the total number of people under sentence of death by the end of the year to over 5,700. At least eight people were executed. Difficulties in determining the ages of those detained made it impossible to establish the exact number of children under sentence of death. In Punjab Province alone, it was believed that the age of detainees held on death row had been challenged in more than 300 cases.

Lesson 29: Introduction to gender justice

Objective/s

- To help the participants differentiate between sex and gender

Activity 1: Introductory gender story

Time required:
5 minutes

Material needed:
Gender story

Preparation needed:

Outcomes:
- The participants will become aware the concept of gender and some of gender stereotypes that they carry.

Method:

- Interactive Presentation

Step-1:
The trainer tells the participants the gender story and asks them to guess the relationship between the surgeon and the boy.

Note:
The possible answers given by the participants are as follows.

- *The surgeon was his grand father.*
- *The surgeon was his real father.*
- *The child was adopted by the injured man from surgeon.*
- *The surgeon was his real father while injured man was his step father.*
- *The surgeon was his uncle.*

Step 2
The trainer tells the participants the correct answer, that the surgeon is the boy's mother and points out that our ideas are heavily influenced by our stereotypes about men and women, and often this affects the way we treat them.

Activity 2: What men and women do

Time required:
35 minutes

Material needed:
None

Preparation needed:

Outcomes:
 • The participants will become aware of some gender stereotypes that they carry.

Method:

 • *Interactive presentation, discussion*

Step 1:
The trainer asks the participants to list the roles and tasks performed by men in our society and write down their responses.
Step 2
The trainer asks the participants to list the and tasks performed by women in our society and write down their responses.

Step 3
The trainer goes through each list and asks the participants if the tasks can also be performed by the other sex. Every task, which the participants say can also be done by the other sex, is circled
Note:
 • *For example, dish washing is a task identified on the women's list. The trainer asks the participants if men can also wash dishes. When they answer yes, the task is circled.*

 • *The trainer clarifies that the question is not about whether the task IS normally performed by women or not, but about whether is CAN be done.*

- *By the end, normally only two items, related to child bearing and breast feeding are left in the women's list that cannot be circled.*

Step 4

The trainer points out that these are the only 2 items left that cannot be done by both sexes, and explains the difference between sex and gender. Sex refers to biological differences between men and women, such as reproductive tasks and gender refers to the differences that society imposes, these are, such as socially assigned roles and expectations.

Step 5

Because certain men and women's roles have continued for centuries they are considered almost natural and many people fail to see the difference between gender and sex as though they are the same things. The trainer points out that many of the characteristics of men and women that we consider "natural" are actually made by people themselves. For example, it is often said that women are more sensitive than men. This is not a natural/biological difference, but arises because of the difference in the way boys and girls are brought up.

Step 6

The trainer makes the point that as most differences between men and women are made by people themselves, they can also be changed by people. These roles are not written on stone and are often continued only because they are part of tradition and custom and not because they serve any purpose any more. For example, taking slaves was a common practice some centuries ago, but it has since changed and no one does it any more.

The trainers clarifies that the purpose of this exercise is not necessarily promote role reversal but to allow us to reflect on those roles of men and women that if followed too rigidly can limit the potential of a person or cause harm to our relationship and selves.

If we begin to see these roles as man made then we can at least change those aspects of our own lives and those of others that are problematic.

Roles and responsibilities of man and women have changed over time e.g. in our society, women role in politics and doing workplaces to earn money to support the family is increasing over past couple of years.

Many individuals and groups have been brave enough to do things differently from the way society expects them to behave as men or women. It is people like these who are more likely to contribute to social change.

Overall notes – Lesson 29

This is an important session as it introduces the concept of gender and the stereotypes associated with it. The lesson needs to be handled carefully by the trainer as the discussions can sometimes lead to lengthy arguments. The trainer must clarify that the objective, here, is not to necessarily promote the role reversal of men and women. For the smooth functioning of any unit, organization or society there is always a need for division of roles and responsibilities for men and women. However, if these roles become so rigid and cause harm either for men or women and ultimately for the society, then there is need to reflect and make adjustments that may be needed over time. For example, in our society, it is the mother who usually looks after children however when there is a matter of disciplining, the role of the father is highlighted, As a result his personality is portrayed as a strict one before children and this broadens the gap between children and the father.
Another example is societal restrictions on women mobility and education; as a result many women in urban setting face difficulties in earning, or handling external tasks when they need to step out of the home.

Readings – Lesson 29

Readings 40– Gender versus sex

Sex refers to the *biological* differences between men and women, which are universal and do not change.

Gender refers to socio- cultural definition of men and women, the way societies distinguish men and women and assign them social roles. Gender refers to *social* attributes that are learned or acquired during socialization as a member of a given community. Because these attributes are learned behaviors, they can and do change over time (with increasing rapidity as the rate of technological change intensifies), and vary across cultures**.**
Difference between gender and sex

SEX	GENDER
• Sex is natural/ biological • Sex is constant , it remains same everywhere • Women and men all over the world have similar biological features	• Gender is socio cultural and it is man made It changes from time to time, culture to culture, e.g. the number of women drivers was almost non-existent 30 years ago but now there are many women drivers.

Lesson 37 sample responses

What men do	What women do
- Earn money and support the family - Physical labour - Paying bills - Guardian and protector of the family - Getting repairs done, maintaining them - Maintaining fixtures and fittings - Financial decisions and dealings - Maintaining the car - Shopping for family needs - Fight in the wars - Public Transport driver and conductors	- Cooking - Cleaning - Washing - Ironing - Managing the house, organizing kitchen - Decorating house - Bearing children - Taking care of children - Taking care of husband - Taking care of husband's family - Getting husband and children ready for work and school - Socializing with family and relatives (including formal visits)

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Activity material – Lesson 29

A young man and his father are driving together in a car when they have a bad accident. The father dies in impact and the son is rushed to hospital. As he is being wheeled onto a stretcher into Emergency, the surgeon on call rushes to his side, and suddenly exclaims, "Oh my God, this is my son!"

Who is the surgeon?

Answer: The surgeon is the young man's mother.

Lesson 30: Gender socialization and its effects

Objective/s

- To help the participants identify the effects of gender socialization

Activity 1: The gender tree

Time required:
40 minutes

Material needed:
Large poster of tree

Preparation needed:
Large full size poster of a tree needs to be made.

Outcomes:
- The participants will become aware of the patterns of gender socialization and how it affects both men and women

Method:
- *Interactive Presentation*

Step 1
The trainer puts up the tree poster on the board

Step 2
The trainer explains that we will be analyzing the situation of women and men beginning at the roots of the problems they face to their long-term impact on their lives and communities. The trainer asks the participants to identify what people in their community think and say about women, such as what some of the phrases and proverbs about women are and these are written at the root of the tree.

Note:
The trainer may need to give a lot of examples initially. Such as a woman is a man's shoe

Step 3
The trainer repeats the above for men.

Step 4
The trainer makes the point that even though many of these proverbs are now old and not used as much anymore, the attitudes behind them still remain.

Step 5
The trainer asks the participants to identify how these views and attitudes are transmitted to members of the society and generations. These are noted on the trunk of the tree.

Note:
Examples may be the media, schools and parents.

Step 6
The trainer asks the participants to identify how these views and attitudes translate into behaviour towards women and women's own behaviour and position in society.

Note
The trainer will need to give examples if necessary such as women may not be allowed to be educated and men bear the responsibility of financially supporting the family, etc.

Step 7
The above is repeated for men.

Step 8
The trainer shows the participants how the treatment and behaviour of men and women is heavily influenced by the attitudes that they face all their lives (this is their socialization experience). Attitudes about women being inferior, men always being strong and in control, etc. are transmitted and reinforced again and again through educational systems, laws, media, etc. and then influence how men and women behave and are treated. For example, if the underlying attitude is that a woman is a man's show (therefore inferior), this is

transmitted through movies (a woman is shown as being weak), resulting in a range of effects, such as low self-esteem in women, violence against women, etc.

Step 9
The trainer points out that this way of thinking about men and women has effects beyond people's individual and community lives. It has national and global effects.

Note:
The trainer should give examples of such effects from the readings included and encourage the participants to read through the statistics.

Overall notes – Lesson 30

This lesson, if done well, is usually a very effective one for showing the effects of gender attitudes. Initially, a lot of prompting may be required. The trainer may need to ask lots of questions. When discussing the roots, the trainer will need to explain that even if the participants cannot identify proverbs about men and women, they should still be able to identify the kinds of attitudes and opinions the general society has towards how men and women are or should be, such as that women are weak or that they should always be kind and gentle. At the end of the activity, the trainer needs to demonstrate a clear link between these attitudes (e.g. women are weak or that men should always be strong, men are shown as macho), the channels through which they are transmitted (e.g. women are shown as weak in movies) and their effects (e.g. women consider themselves weak and therefore do not stand up for their rights even they are being abused, and men are not allowed to show or express any emotion other than anger for fear of being considered weak). This can result in heart problems, stress and stress related illnesses among men. Likewise when there is a lot of pressure on men for earning, they begun to feel overburdened that may cause not only health issues for them but some resort to unfair means for earning to meet the expectations put on them by the society and family.

Sample responses – Lesson 30

Effects of gender socialization

Roots (underlying values)

Women	Men
• *Aurat paoon ki joti hey* • *Aurat ki aqal gudi main hoti hey* • *Zan zar aur zameen fasd ki jar hey* • *Aural sinfay nazak* • *Aurat ka koi ghar vnahee hota* • Inferior to men • Gentle and kind • Fragile and sensitive • Sex objects • Weak • Need protection • Shy • Naïve • Need to be disciplined if they go out of hand • Should stay at home and look after family	• *Ghora aur Marad Kabhi burahay nahee hota* • *Much nahee tey kuch nahee* • *Marad ho kay rotey ho* • Superior to women • King • Lion • Iron man • In control • Protectors • Strong • Cool • Intelligent • Career-oriented

Trunk (Channels of transmission)

Women and men
• Educational system   • Media   • Social systems   • Family   • Religious interpretations   • Traditions   • Laws

Effects

Women	Men
• Lack of education • Few employment skills and opportunities • Discriminatory and biased laws • All forms of violence, physical, sexual and emotional • Health problems – e.g. reproductive • Lack of financial security • Depression and anxiety • Low self-esteem • Eating disorders	• Stress and stress related illnesses • Health problems – e.g. blood pressure/ heart problems • Excessive responsibility • Need to be macho and aggressive, leading to violence at times • Need to be brave and strong, leading to taking unnecessary risks. • Emotional control • Lack of emotional support from people/ isolation • In ability to cope with and express emotions such as grief, sadness and fear.

Readings – Lesson 30

Reading 40 (R40) – Gender statistics

- Among 1.3 billion poor people, 70% are women.
- 75% to 80% of refugees are women and children.
- 73% percent of the labor-force of Pakistan is women, while official economical survey says they are 11%.
- Most of the women get 3/4 of the men's earnings for the same work..
- Women occupy just 3%, of executive/management posts.
- Mostly women's age is more than their counter parts in the world, but they are less in numbers then men.
- Female literacy rate in Pakistan is 28%.
- Male literacy rate in Pakistan is 51%.
- 64% of the girls reach the primary level in Pakistan.
- 80% of the boys reach the primary level in Pakistan.
- Women are doing 2/3 of the worlds work.
- Women are earning 1/10 of the world's earning.
- 2/3 of the world's illiterates are women.
- Women own less then 1/100 of the world's property.
- Women representation in National Assembly was 21.3% and 17% in Senate in year 2006.
- In Pakistan only30% baby girls (Less then 2 years) get vaccination while the percentage in baby boys is 40.

Sources:

Human Development Report, 2003 UNDP
www.onlinewome in politics.org
State of Human rights in Pakistan, 2004
Census Report, 1998, Pakistan
United Nations Human Development Report: 2001,2002,2003
Human Development Report, UNDP 2006.
http://southasai.oneworld.net/article/view/81076

http://www.ippf.org/regions/sar/rl/issue6/pakistan_stats.htm

http://www.careusa.org/careswork/projects/tza034.asp

Lesson 31: Violence

Objective/s

- To help the participants identify all the forms of violence faced by women and men, and understand why violence against women is a serious social issue
- To help the participants understand domestic violence and sexual assault

Activity 1: Violence across the life span

Time required:
30 minutes

Material needed:
OH/Poster: Forms of violence against women
Hand-out: Forms of violence against women

Preparation needed:
Basic reading: Forms of violence against women

Outcomes
- Participants will be able to identify various forms of violence against women

Method:

- *Interactive presentation*

Step 1
The trainer asks the participants to identify all forms of violence that boys and girls (separately) are vulnerable to in the following categories: a) 0 - 5 years of age, b) 6 – 18 years of age and c) as adults. The responses are noted on the board.

Step 2
The trainer discusses with the participants the following:

- *What are the differences and similarities between the age groups?*
- *What are the differences and similarities between boys and girls, between men and women of the same age?*
- *What are the similarities*
- *Who faces more violence – girls or boys?*
- *What role does power play in the kinds of violence women and men or girls and boys face?*

Step 3
The trainer making important points from the discussion, that over the life span, women experience violence both within and outside their homes and suffers for longer periods of time, as they have less control over it. The violence men face, although serious, is in some ways less pervasive. However, it is still important to acknowledge its existence for men's own well-being and for society. Further, men's experiences of violence also have an impact on violence against women, as men's frustration with the violence they face outside the home is sometimes expressed as violence inside the home, which may be directed at women.

Step 4
The trainer links these differences to power and points out that as children both boys and girls are powerless compared to the adults and thus face similar levels of violence (although even here, boys have more power than girls). As they grow older, however, the gender power difference becomes more apparent and as men attain more and more power, women face more and more violence.

Step 5
The trainer asks the participants why it is important for the police to be aware of these issues, and explains that because such issues are a day to day reality for the police, its is important that they have a proper understanding of these problems. It is only when they really understand these issues that they will be able to help people.

Activity 2: Domestic violence and sexual assault

Time required:
10 minutes

Material needed:
OH/Poster: What are domestic violence and sexual assault?
Hand-out: What are domestic violence and sexual assault?

Preparation needed:
Basic reading: What are domestic violence and sexual assault

Outcomes
- Participants will be able to define domestic violence and sexual assaults
- Participants will be able to identify the effects of violence against women.

Method:

- *Interactive presentation*

Step 1
The trainer tells the participants that as the last activity showed that violence against women was a common issue, we will now focus on that, especially since the police is likely to be exposed to such issues in their day to day work.

Step 2
The trainer asks the participants what they understand by the term domestic violence, and explains that domestic violence refers to any control that a husband imposes on his wife. This may be physical, emotional, financial or sexual.

Step 3
The trainer asks the participants what they understand by the term sexual assault, and explains that this refers to any deliberate act of a sexual nature that a man commits towards a child or a woman without her consent (in the case of a child there is no such thing as consenting to a sexual act). This may involve any sexual talk, sexual exposure, touching, rape, etc. and may or may not involve overt violence.

Overall notes – Lesson 31

This session usually makes it quite clear that although all are vulnerable to violence, women face more violence and more frequently. The trainer needs to emphasize the gravity of the issue of violence and how important it is to have a good understanding of it. The trainer also needs to link the importance of this information to police work and make the point that even when violence occurs in what is considered the private domain, it is a social issue and the police have an important role to play in its prevention.

Readings – Lesson 31
Reading 41 (R41) - Men and women's experiences of violence
Some common forms of violence against girls and women

Before birth – 5 years	6 – 16 years	Adult years
Abortion if identified as girl Mourning if girl is born Neglect – nutrition, attention, health Physical punishment Sexual abuse Mutilation and forced begging Abduction	Neglect – nutrition, attention, health Physical punishment Sexual abuse and/ rape Mutilation and forced begging Abduction Deprived of or restricted education Control over mobility Restrictions on physical exercise and play Limited entertainment Emotional control and abuse Forced/early engagement or marriage Sexual harassment Prostitution	Domestic violence Emotional abuse (criticism, putting down, control) Control over mobility Restriction on physical exercise Limited entertainment Forced marriage Dowry Stove deaths Sexual harassment Prostitution Sexual assault and/or rape, including marital rape Economic abuse Discrimination at all levels Polygamy Restrictions on divorce right Defamation, accusations of adultery Contestations of custody Pressure of strong customs and traditions No freedom of thought and expression Police violence in custody Marriage with older man. Exchange marriage (Vatta satta) Pay price for Bride Restrictions on visiting parents after marriage Police violence in custody Violation of property rights Honor killings Blame of no son is produced. Restrictions /socially unacceptable marrying after death of husband

Some common forms of violence against boys and men

Before birth – 5 years	6 – 16 years	Adults years
Physical punishment Sexual abuse Mutilation and forced begging Abduction	Physical punishment Sexual abuse Mutilation and forced begging Deprived of education (if poor family) Gangs Ethnic/religious groups – rallies, shoot-outs Peer fights Abduction	Ethnic/religious groups – rallies, shoot-outs Peer fights Political violence No choice for career/ subjects selection Police violence in custody Forced marriage Neglect in old age Fights on property Forced labor in old age War Pressure of earning for family in old age

Some points to consider

- When they are young, boys and girls are exposed to similar forms of violence (physical punishments, sexual abuse) although girls experience more in some ways (e.g. abortion if it is a girl, nutritional neglect, burden of household responsibilities, lack of access to education, etc.) and boys sometimes experience more physical disciplining at school and at home.

- As they grow older, the forms of violence start to differ. Men and older boys are more likely to be victims of violence outside the home (e.g. war, ethnic violence, gangs, etc.), while women and older girls are more likely to victims of violence inside the house (domestic violence, sexual abuse, emotional control, etc.).

- Men seem to have more control over the kinds of violence they experience or get involved in (e.g. not all men are part of a gang or go to war) while women have little control over the violence they experience (e.g. they do not choose to have violent husbands or, violent parents).

- Men typically respond to the violence they face; many women often do not have that option.

- The violence that men face is often temporary (e.g. while the fighting is going on, while the war is on, etc.), while the violence that women face is often long-term (e.g. it is happening at home, so it is on-going).

Reading 42 (R42) - Domestic violence and sexual assault/rape

Domestic violence is any act which one family member uses to control, frighten, humiliate or overpower another family member. This may be physical (hitting, beating, slapping, pushing, etc), emotional (constantly criticizing, putting down, threatening, insulting, etc.) economic (completely controlling money and other financial resources, etc.) or sexual (forcing sex or certain sexual acts against the other's will).

Sexual assault or rape refers to forced sexual intercourse or sexual activity by one person against the other person's will.

Honor Killing

Lesson 32: Violence against women

Objective/s

- To increase the participants' awareness of the effects of such violence
- To clarify any misconceptions the participants may have on violence against women

Activity 1: The effects of violence

Time required:
40 minutes

Material needed:
OH/Poster: Effects of domestic violence and sexual assault
Hand-out: Effects of domestic violence and sexual assault

Preparation needed:
Basic reading: Effects of domestic violence and sexual assault

Outcomes
- Participants will be able to identify the effects of violence against women.

Method:

- ***Case study, interactive presentation***

Step 1
The trainer hands out a case study to each participant and gives them some time to read it.

Step 2
The trainer discusses with the participants the following and adds to the responses:

- *What forms of violence are there in the story?*
- *What are the effects that this violence is having or could have on the individuals facing it?*
- *What kinds of effects is it having or could it have on the family?*
- *What effects could it specially have on the children?*
- *What kinds of effects could it have on the society?*

Overall notes – Lesson 32

The trainer needs to bring out that no matter what the form of violence, it affects those affected by it in some way or another. Not everyone develops serious physical or psychological problems, but aspects of one's life do suffer the impact of violence. Violence in the home does not just affect those that experience it directly, but also those who are exposed to it, such as the children. In turn, violence affects entire families and ultimately the society. This link is important to show to the participants.

Readings – Lesson 32

Reading 43(R43) – Possible effects of domestic violence and sexual assault

- High emotional arousal (fear, sadness, anxiety, distress, anger, etc.)
- Terror
- Rage
- Stress
- Trauma
- Helplessness and passivity
- Psychological difficulties (Depression, Anxiety, Traumatic stress, etc.)
- Lack of satisfaction with the marital relationship
- Sexual difficulties
- Low self-esteem – feeling damaged
- Shame
- Lack of control over her own life
- Insecurity
- Somatic symptoms (sleeping and eating difficulties, headaches, ulcers, various aches and pains, etc.)
- Physical and health problems caused by violence (injury, miscarriage, etc.)
- Social difficulties (isolation, lack of confidence in relationships)
- Parenting difficulties
- Difficulty in concentrating
- Suicidal ideation
- Substance abuse (e.g. tranquilisers)

Violence also affects the overall well-being of the family. It creates an atmosphere of mistrust, fear and stress in the family and family relationships suffer as a result. Violence affects the bond and mutual respect between a husband and wife and the parents and the children. Children are also affected by the violence they witness or experience. They are distressed by it and may even be traumatized. They may also learn to use or accept violence in their own relationships.

Violence affects the society because it means that some of its members suffer from its effects and are, therefore, less satisfied and productive. This affects the society's development and progress.

Activity material – Lesson 32

Saeeda's story

Saeeda was from a small village and was one of nine children. Syeda never went to school, as she was from a poor family, her parents felt it was more important to send her brothers to school. Saeeda also did not have time to attend school, she had to help her sick mother, look after her younger siblings and tend to the housework. She was the first to get up in the morning and make breakfast, feed the boys and men of the family, clean the house, start cooking lunch, feed the children, etc. She was also the last to go to sleep.

When she turned 14, Syeda's wealthy maternal aunt proposed for Saeeda for her son, Javed who worked in the city. Saeeda's parents could not refuse a proposal from within their own family, especially since Javed's family had good money, so they agreed. Saeeda was initially very upset and scared, but she slowly accepted it and began to feel excited about leaving the village and living in a big city.

Saeeda's father did not have enough money for the wedding nor for the large dowry Javed's parents had demanded, so he borrowed money from two people and worked an extra job. He felt he had no choice – Javed's family was known to be demanding.

After the wedding, Javed told Saeeda that she would stay in the village with his family while he would live and work in the city. Syeda begged him to take her with him, but he said he had no place to keep her. Saeeda stayed in the village, and as the eldest daughter-in-law, she was forced to do a lot of work both inside the home and outside, including helping her brother-in-law in the fields.

Within the first few months of her marriage, Saeeda became pregnant. She often fell sick and got very tired, but her work did not stop. When she tried to talk to Javed about it during one of his visits, he told her to be patient and that things would get better once she had the baby.

Saeeda gave birth to a beautiful, healthy daughter. To her shock, her in-laws were very disappointed. Her mother in law began to cry and even her own parents did not look happy. When Javed came to visit, he looked sad too and told her that next time she had to have a boy. The first few weeks after the baby was born, Saeeda was allowed to take some rest, but soon after she had to get back to work. Saeeda felt unwell and was advised by the Lady Health visitor that she should give gap before having next child she shared this with Javid who ignored the advice. And a few months later Saeeda became pregnant again. This time everyone was convinced it would be a boy and her mother in law decided to take good care of Syeda to prepare for her grandson. It

Emotional/verbal	Physical	Financial	Sexual
• Discrimination against Saeeda – not sent to school because of brothers • Too much physical work and responsibility for one person, especially for a young child • Forced marriage • Dowry pressure – sent girl home because of dowry • A lot of work pressure on Saeeda at her in-laws, even when she was ill and pregnant. • Disappointment and the birth of a girl • Cursing Saeeda because of her baby girl • Neglect by Javed • Pressure to get pregnant again • Pressure to produce a son • Second wife • Threats of divorce	• Excessive physical work even at times of illness and pregnancy • Lack of care during pregnancy • , beating, abusive language	• Not given money	• Forced by Javid for second pregnancy despite medical advice

Lesson 33: Attitudes towards violence against women

Objective/s

- To clarify any misconceptions the participants may have about violence against women

Activity 1: Facts about domestic violence and sexual assault

Time required:
40 minutes

Material needed:
OH/Poster: Myths and facts on domestic violence and sexual assault
Hand-out: Myths and facts on domestic violence and sexual assault

Preparation needed:
Basic reading: Myths and facts on domestic violence and sexual assault

Outcomes
- Participants will have an increased awareness of domestic violence and sexual assault

Method:

- *Interactive presentation*

Step 1
The trainer reads out a statement at a time and asks the participants whether or not they agree with it and to give their reasons for their stance.

Step 2
The trainer gives the fact for each statement and explains it.

Step 3
The trainer discusses with the participants how misconceptions about rape and sexual assault can influence police behaviour in cases of domestic violence and sexual assault and its impact on victims.

Overall notes – Lesson 33

It is important that the trainer have accurate information on domestic violence and sexual assault before conducting this lesson. Reading the information provided beforehand is essential. The participants are likely to have many misconceptions regarding these issues and the trainer needs to be able to handle them calmly and explain his/her responses clearly. It is important for the trainer to understand and clarify that violence against women in all its forms is wrong and that its impact can be far-reaching. The trainer will need to explain that misconceptions regarding women, men, domestic violence and sexual assault determines how policemen and women behave in such situations and this, in turn negatively affects individuals and society. For example, if a policeman or woman believes that domestic violence is a woman's fault or that a woman should not report violence or that domestic violence is a private matter, s/he may blame the woman for coming to the police instead of supporting her. Such a policeman or woman may make the woman feel ashamed, embarrassed, scared or insulted. Similarly, police attitudes towards rape victims can also be very negative. Policemen or women who believe that the victim somehow asked to be raped (e.g. because if her behaviour or dress) may blame her, make her feel ashamed and embarrassed and therefore feel worse than she must already feel. A change in police attitudes could mean that all women coming to the police station reporting violence, physical or sexual, would feel respected and supported; they would feel that they could trust the police rather than fear them.

Readings – Lesson 33

Reading 44 (R44) - Facts about domestic violence and sexual assault

Domestic violence

- It is estimated that one woman in every third household in Pakistan, is a victim of such violence. This is, therefore, a serious social problem. *(Human Rights Commission of Pakistan, annual report, 2003)*
- Domestic Violence occurs in every socio-economic class. It can happen to any women regardless of her social class or education.
- Violence is NEVER justified (except in self-defense), no matter how much anger a person provokes or how unreasonable the person is being. No human being, whether male or female, deserves to be physically abused.
- Violence is not a healthy or normal way of resolving conflicts or expressing anger. Arguments, disagreements etc. are normal in relationships, but violence is not.
- No woman is happy or satisfied in an abusive relationship. However, many women still choose to continue living with their violent partners due to reasons such as financial dependence, for the children, fear of social disapproval, self-blame, lack of support from the family, inadequate laws and social services and fear for their personal security.
- Being violent is a pattern and a tendency. It does not happen because of a momentary loss of temper, general frustration, drugs/alcohol, economic problems, etc.

Sexual assault/rape

- Reported incidents alone indicate that rape occurs every 3 hours in Pakistan. The real figures are likely to be much, much higher since the majority of the cases never get reported at all. *(Human Rights Commission of Pakistan, annual report, 2002)*
- Rape is a violent, hostile assault that a person commits in order to dominate, over-power, control and humiliate the other. It is an act of power. Sex is merely used as a means of control and humiliation.
- Rape may or may not involve actual overt violence. Forms of coercion and manipulation such as force, threats of bodily harm, of financial deprivation or of dire consequences etc. are commonly used rather than violence.
- Most women are raped by men known to them, not by strangers.
- Rape can happen to any woman or girl regardless of her age, physical appearance, clothes, character, life-style, education, socio-economic status etc. Little girls, old women, women in purdah etc. can all become victims of rape.
- Rape can occur anywhere and at any time of the day. It does not only occur in dark, deserted places.

- Rape is always traumatic and its implications are severe, although different women may react in different ways, ranging from being shocked to appearing very calm to terror and hysteria. Rape is associated with a number of emotions and long-term effects such as disbelief, fear, shame, self-blame, depression, suicidal behavior, denial, anxiety, anger, low self-esteem and trauma-related symptoms (phobias, flashbacks, anxiety etc).

Reading 49 (R49) - Myths and realities about domestic violence and sexual assault

Myth-1. Domestic violence does not happen in Pakistan
Fact. Research shows that domestic violence happens in every community, country.

Myth: 2. Occasionally slapping one's wife is a form of violence.

Fact: This may not be as severe as beating, but any physical act which intentionally hurts or harms another person physically or emotionally is violence.

Myth-3. Women don't mind being hit sometimes.
Fact: No one likes to be hit. Even if women blame themselves for their husband's anger and even if they don't complain about it, women do not like to be hit.

Myth -4. Men can't help themselves when they get angry because they are naturally aggressive.
Fact: Everyone has a certain level of self-control and can control themselves when they make an effort. Just as other social behaviors are learnt; hitting is also a learnt behavior and is not natural. There are many men who get angry, but do not use violence.

Myth - 5. Every woman who experiences violence is affected by it in some way.
Fact: Violence is degrading, humiliating, insulting and frightening. Everyone who experiences it is affected in some way.

Myth -6. Children are affected by their fathers' beating up their mothers even if they are not beaten up themselves.
Fact: When children see their mothers being beaten up, they can be affected in 2 ways: they are distressed (scared, angry, sad) by the violence and they may learn to become aggressive (e.g. boys) or accept aggression (e.g. girls).

Myth -7. Some women provoke violence and deserve to be beaten up.
Fact:. A woman's behaviour can make her husband angry, but no one ever deserves to be beaten. When a man's anger extends to hitting, it is *his* fault because he was unable to control his aggression and express his anger differently. It is man's choice either to resort violence or see some other option to settle the isv cAsue. Men always have choices, many choose nit to use violence.

Myth -8. Domestic violence is caused by stress such as unemployment, financial problems, etc.
Fact: These problems may trigger violence, but are not the real cause. The cause of violence is a person's need to show his/her power, control and authority. If these stresses were the causes of violence, violent husbands would be violent with everyone, not just their wives.

Myth -9. Domestic violence is a private issue, not a public one.
Fact: Domestic disputes are only private if the couple if able to resolve them without hurting one another. Once they cross this limit, they become public and outsiders have the right to become involved. Many women have been murdered in the name of honor killing and more are get seriously injured because so many people think violence is a private matter and are unwilling to help.

Myth -10. Only a certain type of women gets sexually assaulted.
Fact: There is no such type. Women and girls of all ages, cultures, colours, interests, habits, etc. get sexually assaulted.

Myth -11. A woman can get raped no matter how she dresses.
Fact: How a woman dresses has nothing to do with rape. Reports show that women in *burqa*, little girls, and women in their own homes have been raped.

12- The rapist rapes because he cannot control his sexual frustration
Fact: if rape was a crime committed out of sexual frustration then married men would never be rapist. Rape is a crime of power and is often a calculated, well thought out act conducted as a tool to take revenge, to degrade the women or her family.

The rapist rapes to take revenge, to degrade the women and her family. It is not the sexual desires but power that provokes for rape. The rapist plans and search for suitable opportunity. There are also case where many married men rape. As human being sexual desires are not out of control.

honor killing

Lesson 34: Violence against children

Objective/s

- To increase the participants' awareness of violence against children, especially child sexual abuse and its effects

Activity 1: Kinds of violence against children

Time required:
10 minutes

Material needed:
OH/Poster: What is child sexual abuse?
Hand-out: What is child sexual abuse?

Preparation needed:
Basic reading: What is child sexual abuse?

Outcomes
- Participants will be able to identify the kinds of violence against children.
- Participants will be able to define child sexual abuse

Method:

- *Interactive presentation*

Step 1
The trainer asks the participants to identify the kinds of violence children experience and categorizes them as physical, emotional and sexual violence.

Step 2
The trainer briefly explains what physical and emotional violence includes.

Step 3
The trainer defines child sexual abuse in more detail

Activity 2: Child sexual abuse

Time required:
30 minutes

Material needed:
OH/Poster: Child sexual abuse
Hand-out: Child sexual abuse

Preparation needed:
Basic reading: Child sexual abuse?

Outcomes
- Participants will have an increased awareness of child sexual abuse

Method:

- *Interactive presentation*

Step 1
The trainer asks the participants the following questions, and gives them the correct answer after every question has been discussed:

- *Does child sexual abuse happen only to girls?*
- *Does child sexual abuse happen to children of a particular age group?*
- *Does child sexual abuse happen to children of a particular socio-economic or educational status?*
- *Does child sexual abuse happen more in the cities?*
- *Who do you think abuses a child?*
- *Are abusers of a particular kind, appearance or personality-wise?*
- *Is child sexual abuse ever the fault of the child?*
- *Is child sexual abuse always accompanied by violence?*
- *What are the signs of child sexual abuse?*
- *What are the effects of child sexual be?*
- *What role can policemen and women play in preventing and dealing with cases of child sexual abuse?*

Readings – Lesson 33

Reading 46 (R46) – Child Sexual Abuse

Child Sexual Abuse is defined as any activity in which an adult or an older child uses a younger child in a sexual way.

Forms Of Child Sexual Abuse:

It could be in the form of touching, fondling, kissing, looking at the child's private parts, showing the child pornographic material, making the child touch or look at the abuser's private parts, child pornography and rape.

Myths about Child Sexual Abuse:

Child sexual abuse, despite being so prevalent is still shrouded in mystery for many people of our society. Some of the erroneous, yet commonly held views are:

Myth No 1: Child sexual abuse mostly occurs in the uneducated class and slum areas.

Fact: Child sexual abuse is not the problem of a certain area or class. It is not like poverty or illiteracy, which are the problems, of a certain class. Research from all over the world has shown that CSA can occur in all socio economic classes and in families with varying educational levels. Locally, over past six years, Aangan has received around 400 letters in response to articles published in the US magazine by the name of **"Our bodies, Our selves"**. These letters were mostly from children who could read and understand English. At the same time, our work with lower socioeconomic groups (*Katchi Abadis*) has also substantiated a high incidence of CSA.

Myth No 2: Boys are almost never sexually abused.

Fact: Many of us assume that victims are only girls, and parents often feel relieved that they don't have to bother about protecting boys. In reality, boys are as vulnerable to child sexual abuse as girls. It is only that sometimes abuse in girls is more likely to be found out. We believe that in Pakistan, boys are at a higher risk than in the west. This is because culturally boys are expected to take care of themselves and left unprotected.

An analysis of 100 CSA letters received by Aangan reveals that 44% of the victims/survivors were boys, whereas 46% were females. In another analysis of 47 incest letters, 66% of the victims were girls and 34% were boys. In the same study it was also found that girls are more likely to be victims of incest than boys. Girls are also often easier

targets since they are less likely to disclose it due to shame, keeping the family "honor", considering themselves weak, etc. However, the ratio of abuse of boys by those they know e.g. drivers, servants, shopkeepers, is also pretty high.

Myth No 3: Sometimes it is the child's fault if he/she is sexually abused.

Fact: Sometimes children are blamed for the abuse. It is wrongly assumed that the child may have acted or dressed up in such a way which could have provoked or deserved the abuse.

None of this is true. Child sexual abuse is NEVER the fault of the child. Children do not relate to anyone in a sexual way unless they are made to do so or are exposed to such things. Even if they enjoy the act it does not mean that they are at fault, it simply indicates that their bodies are functioning normally. The responsibility of the abuse ALWAYS lies with the older person, who knows that such things can have an impact on children's emotional health and has more power over the situation. They are also able to understand fully the moral and legal implications of such a relationship.

At times, children may go back to an adult who has abused them in return of some favor such as money, gifts etc. However, the responsibility still lies with the adult who makes use of the child's vulnerability.

Myth No 4: It a victim of abuse talks about his/her experience, it does more harm than good.

Fact: People often believe that if a victim avoids talking about the abuse, it will go away and every thing will be all right again. However, clinical experience has shown that it is very difficult for the child to forget. He/she may seem to be leading a perfectly normal life and look quite all right, but if a child is not encouraged to talk and unburden himself, he/she may grow up with a lot of suppressed pain and negative feelings which may cause him/her problems later on.

It is very important that the child talks to someone who supports and understands. Studies have shown that children, who were given emotional support on disclosure, were able to cope with the abuse better than those who did not get any support. The ability to deal with the abuse further deteriorated in cases where children were either not believed or blamed for the abuse.

Myth No 5: Abusers are usually strangers to the child.

Fact: Abusers are often known to the child. Many times abuse occurs by people the child trusts and respects, such as uncles, fathers, family friends etc

Myth No 6: Sexual abuse is usually accompanied by violence or force.

Fact: This is a myth due to which a lot of us may be fooled, because if a child does not seem hurt, we may think that the child had encouraged the abuse in some way or had taken part in it willingly. Abusers are very clever people; they do not want anybody to know what they are doing. In order to do that they may bribe the child with sweets or even extra attention. They may tell him/her again and again to keep the abuse their own little secret. They may use threats and manipulate the situation, but rarely use physical force, because, if they do so, a chance that others might find out about it increases.

Myth No 7: Very young children are not abused. It usually happens to adolescents.

Fact: Children as young as 2 months old have been known to be abused. 6 - 10 years, is reported as the most vulnerable age for children.

Myth No 8: Abusers look abnormal and mentally ill.

Fact: Abusers can be people who appear quite normal and may be living perfectly normal lives. These people could be rich or poor, educated or un-educated. They may even be people holding important and responsible posts and people may trust them totally. They could be judges, teachers, doctors, nurses or lawyers.

Myth No 9: Often children make up stories about being abused.

Fact: It takes a lot of courage for a child to come out and talk about a thing like abuse. Why would a child deliberately go through so much embarrassment, awkwardness and discomfort? Moreover, the child knows that what he/she is saying could cause him/her or the abuser a lot of problems, so it is very unlikely that the child would make up a story like this.

Myth No 10: Women cannot be abusers.

Fact: Women can also be abusers, although their ratio is much less than that of men. Aangan has received letters in which abusers are older female cousins, aunts, maid servants, and teachers or in a few cases even **real mothers** etc.

Effects of Child Sexual Abuse

HOW CAN WE TELL THAT A CHILD MAY BE A VICTIM?

The SUDDEN occurrence of any of the following problems for no other apparent reason:

Physical Symptoms

- Various infections, itching, bleeding, urinary tract infections
- Bruises, marks, cuts, laceration etc. ingenital areas
- Gastrointestinal disturbances
- Vaginal/ penile discharge
- Venereal diseases
- Poor sphincter tone

Behavioral / Emotional Symptoms

- Sleep disturbances, bed-wetting, nightmares
- Age-inappropriate sexual awareness or sexual activity with self, toys, peers, adults
- Substance abuse (drugs, etc.)
- Spending too much time with certain adults
- Difficulty walking
- Eating problems
- Drop in academic performance
- Under-confidence, staying quiet a lot
- Phobias/ fears, especially of certain adults or places
- Behaving like a much younger child
- Aggression/excessive crying
- Delinquent behavior (stealing, excessive lying, running away, etc.)
- Suicidal ideation or attempts
- Relationship problems

Remember these symptoms are a sign of some emotional disturbances in the child. This emotional disturbance may be due to some academic problem or domestic problem, like fights between parents at home etc. and it can be due to sexual abuse. If a child exhibits any of these symptoms it is important for parents to check out why the sudden change of behavior has occurred.

Lesson 35 – Prisoners' Rights

Objective/s

- To increase the participants' awareness of prisoner's rights.

Activity 1:

Time required:
40 minutes

Material needed:
OH/Poster: Prisoners' rights
Hand-out: Prisoners' rights

Preparation needed:
Basic reading: Prisoners' rights

Outcomes
- Participants will be able to identify the basic rights awarded to prisoners

Method:

- *Interactive presentation*

Step 1
The trainer hands out the prisoners' rights to the participants and asks them to take some time and read it.

Step 2
The trainer asks the participants to identify rights that are commonly violated by the Pakistani police and need more attention.

Step 3
The trainer points out that the police needed to recognizes its own part in human rights violations and take active steps individually and collectively to change this pattern.

Step 4
The trainer asks the participants to identify ways of changing the situation.

Reading 47 (R47) – Prisoners' rights

Body of Principles for the Protection of All Persons under Any Form of Detention or Imprisonment, G.A. res. 43/173, annex, 43 U.N. GAOR Supp. (No. 49) at 298, U.N. Doc. A/43/49 (1988).

SCOPE OF THE BODY OF PRINCIPLES
These principles apply for the protection of all persons under any form of detention or imprisonment.

USE OF TERMS
For the purposes of the Body of Principles:

"Detention" means the condition of being deprived of personal liberty except as a result of conviction for an offense.
"Imprisonment" means the condition of imprisoned persons as defined above;

Principle 1
a) All persons under any form of detention or imprisonment shall be treated in a *humane manner and with respect for the inherent dignity of the human person.*

Principle 2
a) Arrest, detention or imprisonment shall only be carried out strictly in accordance with the *provisions of the law and by competent officials or persons authorized* for that purpose.

Principle 3
a) Even if a certain right is not specifically mentioned or is mentioned to a lesser extent in the Body of Principles that others, no restriction shall be placed on any human right of any person.

Principle 4
a) Any form of detention or imprisonment and all measures affecting the human rights of a person under any form of detention or imprisonment shall be controlled and monitors by a judicial or other authority.

Principle 5
- These principles shall be applied to all persons within the territory of any given State, without distinction of any kind, such as race, colour, sex, language, religion or religious belief, political or other opinion, national, ethnic or social origin, property, birth or other status.
- Measures applied under the law and designed solely to protect the rights and special status of vulnerable groups such as women, especially pregnant women and nursing mothers, children and juveniles; aged, sick or handicapped persons

shall not be considered discriminatory. The need for, and the application of, such measures shall always be subject to review by a judicial or other authority.

Principle 6

a) No person under any form of detention or imprisonment shall be subjected to *torture or to cruel, inhuman or degrading treatment or punishment.*[*] No circumstance whatever may be invoked as a justification for torture or other cruel, inhuman or degrading treatment or punishment.

Principle 7

- States should prohibit by law any act that goes against the rights and duties included in these principles, make any such act subject to punishment and conduct impartial investigations upon complaints.
- Officials who have reason to believe that a violation of this Body of Principles has occurred or is about to occur shall report the matter to their superior authorities and, where necessary, to other appropriate authorities responsible for reviewing or remedial powers.
- Any other person who has ground to believe that a violation of this Body of Principles has occurred or is about to occur shall have the right to report the matter to the superiors of the officials involved as well as to other appropriate authorities responsible for reviewing or remedial powers.

Principle 8

- Persons in detention shall be subject to treatment appropriate to their unconvicted status. Accordingly, they shall, whenever possible, be kept separate from imprisoned persons.

Principle 9

- The authorities who arrest a person, keep him under detention or investigate the case shall exercise only the powers granted to them under the law and the exercise of these powers shall be subject to monitoring by a judicial or other authority.

Principle 10

Anyone who is arrested shall be informed at the time of his arrest of the reason for his arrest and shall be promptly informed of any charges against him.

Principle 11

- A person shall not be kept in detention without being given an effective opportunity to be heard promptly by a judicial or other authority. A detained person shall have the right to defend himself or to be assisted by counsel as prescribed by law.
- b) A detained person and his counsel, if any, shall receive prompt and full communication of any order of detention, together with the reasons for it.

- c) A judicial or other authority shall be empowered to review as appropriate the continuance of detention.
-

Principle 12

- a) The following shall be duly recorded:

i) The reasons for the arrest;
ii) The time of the arrest and the taking of the arrested person to a place of custody as well as that of his first appearance before a judicial or other authority;
iii) The identity of the law enforcement officials concerned;
iv) Precise information concerning the place of custody.

b) Such records shall be communicated to the detained person, or his counsel, if any, in the form prescribed by law.

Principle 13

a) Any detained or imprisoned person shall be given appropriate information on and an explanation of his rights and how to avail himself of such rights by the appropriate authority.

Principle 14

a) A person who does not adequately understand or speak the language used by the authorities responsible for his arrest, detention or imprisonment is entitled to receive promptly all this information in a language which he understands it and to have the assistance, free of charge, if necessary, of an interpreter in connection with legal proceedings subsequent to his arrest.

Principle 15

a) The communication of the detained or imprisoned person with the outside world, and in particular his family or counsel, shall not be denied for more than a matter of days except in special circumstances.

Principle 16

- Promptly after arrest and after each transfer from one place of detention or imprisonment to another, a detained or imprisoned person shall be entitled to notify or to require the competent authority to notify members of his family or other appropriate persons of his arrest, detention or imprisonment or of the transfer and of the place where he is kept in custody.
- If a detained or imprisoned person is a foreigner, he shall also be promptly informed of his right to communicate by appropriate means with a consular post or the diplomatic mission of the State of which he is a national or which is otherwise entitled to receive such communication in accordance with international law or with

the representative of the competent international organization, if he is a refugee or is otherwise under the protection of an intergovernmental organization.

- If a detained or imprisoned person is a juvenile or is incapable of understanding his entitlement, the competent authority shall on its own initiative undertake the notification referred to in the present principle. Special attention shall be given to notifying parents or guardians.
- This notification shall be made or allowed to be made without delay. The competent authority may however delay a notification for reasonable period where exceptional needs of the investigation so require.

Principle 17

- A detained person shall be entitled to have the assistance of a legal counsel. He shall be informed of his right by the competent authority promptly after arrest and shall be provided with reasonable facilities for exercising it.
- If a detained person does not have a legal counsel of his own choice, he shall be entitled to have a legal counsel assigned to him by a judicial or other authority in all cases where the interests of justice so require and without payment by him if he does not have sufficient means to pay.

Principle 18

- a) A detained or imprisoned person shall be entitled to communicate and consult with his legal counsel.
- b) A detained or imprisoned person shall be allowed adequate time and facilities for consultation with his legal counsel.
- c) The right of a detained or imprisoned person to be visited by and to consult and communicate, without delay or censorship and in full confidentiality, with his legal counsel may not be suspended or restricted save in exceptional circumstances, to be specified by law or lawful regulations, when it is considered indispensable by a judicial or other authority in order to maintain security and good order.
- d) Interviews between a detained or imprisoned person and his legal counsel may be within sight, but not within the hearing, of a law enforcement official.
- e) Communications between a detained or imprisoned person and his legal counsel mentioned in the present principle shall be inadmissible as evidence against the detained or imprisoned person unless they are connected with a continuing or contemplated crime.

Principle 19

a) A detained or imprisoned person shall have the right to be visited by and to correspond with, in particular, members of his family and shall be given adequate opportunity to communicate with the outside world, subject to reasonable conditions and restrictions as specified by law or lawful regulations.

Principle 20
a) If a detained or imprisoned person so requests, he shall if possible be kept in a place of detention or imprisonment reasonably near his usual place of residence.

Principle 21
a) It shall be prohibited to take undue advantage of the situation of a detained or imprisoned person for the purpose of compelling him to confess, to incriminate himself otherwise or to testify against any other person.
b) No detained person while being interrogated shall be subject to *violence, threats or methods of interrogation* which impair his capacity of decision or his judgement.

Principle 22
a) No detained or imprisoned person shall, even with his consent, be subjected to any medical or scientific experimentation which may be detrimental to his health.

Principle 23
- a) Details of any interrogation of a detained or imprisoned person (duration, intervals, and identity of officials, others present) shall be recorded and certified in such form as may be prescribed by law.
- b) A detained or imprisoned person, or his counsel when provided by law, shall have access to the above information regarding interrogation.

Principle 24
a) A proper medical examination shall be offered to a detained or imprisoned person as promptly as possible after his admission to the place of detention or imprisonment, and thereafter medical care and treatment shall be provided whenever necessary. This care and treatment shall be provided free of charge.

Principle 25
a) A detained or imprisoned person or his counsel shall have the right to request or petition a judicial or other authority for a second medical examination or opinion subject only to reasonable conditions to ensure security and good order in the place of detention or imprisonment.

Principle 26
a)) The fact that a detained or imprisoned person underwent a medical examination, the name of the physician and the results of such an examination shall be duly recorded. Access to such records shall be ensured. Modalities therefore shall be in accordance with relevant rules of domestic law.

Principle 27

a) Non-compliance with these principles in obtaining evidence shall be taken into account in determining whether or not such evidence can be used in a trial against a detained or imprisoned person.

Principle 28

a) A detained or imprisoned person shall have the right to obtain within the limits of available resources, if from public sources, reasonable quantities of educational, cultural and informational material, subject to reasonable conditions to ensure security and good order in the place of detention or imprisonment.

Principle 29

a) In order to supervise the strict observance of relevant laws and regulations, places of detention shall be visited regularly by qualified and experienced persons appointed by, and responsible to, a competent authority distinct from the authority directly in charge of the administration of the place of detention or imprisonment.

b) A detained or imprisoned person shall have the right to communicate freely and in full confidentiality with the persons who visit the places of detention or imprisonment for monitoring purposes, subject to reasonable conditions to ensure security and good order in such places.

Principle 30

a) What types of prisoner conduct is considered a disciplinary offence during detention or imprisonment, the description and duration of disciplinary punishment that may be inflicted and the authorities competent to impose such punishment shall be specified by law or lawful regulations and duly published.

b) A detained or imprisoned person shall have the right to be heard before disciplinary action is taken. He shall have the right to bring such action to higher authorities for review.

Principle 31

a) The appropriate authorities shall endeavor to ensure, according to domestic law, assistance when needed to dependent and, in particular, minor members of the families of detained or imprisoned persons, and shall devote a particular measure of care to the appropriate custody of children left without supervision.

Principle 32

- • a) A detained person or his counsel shall be entitled at any time to take proceedings according to domestic law before a judicial or other authority to challenge the

lawfulness of his detention in order to obtain his release without delay, if it is unlawful.

- b)) The proceedings of challenging the lawfulness of detention shall be simple and expeditious and at no cost for detained persons without adequate means. The detaining authority shall produce without unreasonable delay the detained person before the reviewing authority.

Principle 33

- a) A detained or imprisoned person or his counsel shall have the right to make a request or complaint regarding his treatment, in particular in case of torture or other cruel, inhuman or degrading treatment, to the authorities responsible for the administration of the place of detention and to higher authorities and, when necessary, to appropriate authorities.
- b) In those cases where neither the detained or imprisoned person nor his counsel has the possibility to exercise the right to complain about the treatment of the prisoner or detainee, a member of the family of the detained or imprisoned person or any other person who has knowledge of the case may exercise such rights.
- c) Confidentiality concerning the request or complaint shall be maintained if so requested by the complainant.
- d) Every request or complaint shall be promptly dealt with and replied to without undue delay. If the request or complaint is rejected or, in case of inordinate delay, the complainant shall be entitled to bring it before a judicial or other authority. Neither the detained or imprisoned person nor any complainant shall suffer prejudice for making a request or complaint.

Principle 34

a) Whenever the death or disappearance of a detained or imprisoned person occurs during his detention or imprisonment, an inquiry into the cause of death or disappearance shall be held by a judicial or other authority, either on its own motion or at the instance of a member of the family of such a person or any person who has knowledge of the case. When circumstances so warrant, such an inquiry shall be held on the same procedural basis whenever the death or disappearance occurs shortly after the termination of the detention or imprisonment. The findings of such inquiry or a report thereon shall be made available upon request, unless doing so would jeopardize an ongoing criminal investigation.

Principle 35

- a) Damage incurred because of acts or omissions by a public official contrary to the rights contained in these principles shall be compensated according to the applicable rules or liability provided by domestic law.
- b) Information required to be recorded under these principles shall be available in accordance with procedures provided by domestic law for use in claiming compensation under the present principle.

Principle 36

- a) A detained person suspected of or charged with a criminal offence shall be presumed innocent and shall be treated as such until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

- b) The arrest or detention of such a person pending investigation and trial shall be carried out only for the purposes of the administration of justice on grounds and under conditions and procedures specified by law. The imposition of restrictions upon such a person which are not strictly required for the purpose of the detention or to prevent hindrance to the process of investigation or the administration of justice, or for the maintenance of security and good order in the place of detention shall be forbidden.

Principle 37

a) A person detained on a criminal charge shall be brought before a judicial or other authority provided by law promptly after his arrest. Such authority shall decide without delay upon the lawfulness and necessity of detention. No person may be kept under detention pending investigation or trial except upon the written order of such an authority. A detained person shall, when brought before such an authority, have the right to make a statement on the treatment received by him while in custody.

Principle 38

a) A person detained on a criminal charge shall be entitled to trial within a reasonable time or to release pending trial.

Principle 39

a) Except in special cases provided for by law, a person detained on a criminal charge shall be entitled, unless a judicial or other authority decides otherwise in the interest of the administration of justice, to release pending trial subject to the conditions that may be imposed in accordance with the law. Such authority shall keep the necessity of detention under review.

General clause

Nothing in this Body of Principles shall be construed as restricting or derogating from any right defined in the International Covenant on Civil and Political Rights.

Lesson 36: Islamic perspectives

Objective/s

- To increase the participants' awareness of Islam's perspectives on social issues

Activity 1: Islam and human rights

Time required:
10 minutes

Material needed:
OH/Poster: Islam and human rights
Hand-out: Islam and human rights

Preparation needed:
Basic reading: Islam and human rights

Outcomes
- Participants will be able to identify the human rights awarded by Islam

Method:

- *Interactive presentation*

Step 1
The trainer asks the participants to identify the human rights awarded by Islam, and adds to the list (see reading).

Activity 2: Gender and violence in Islam

Time required:
30 minutes

Material needed:
OH/Poster: Women in Islam
Hand-out: Women in Islam

Preparation needed:
Basic reading: Women in Islam

Outcomes
- Participants will be having an increased awareness of women's rights in Islam.

Method:

- *Interactive presentation*

Step 1
The trainer asks the participants to identify the rights given to women in Islam.

Step 2
The trainer asks the participants to identify the violations of these human rights and rights awarded to women that takes place in Pakistan, and adds to the list.

Step 3
The trainer makes the point that on the one hand people talk about bringing true Islam to Pakistan, on the other hand, violations of Islamic rights occur every day in Pakistan.

Step 4
The trainer makes the point that Islam gives us a range of rights, but these are often interpreted incorrectly or simply occurred and so widespread violations occur.

Readings – Lesson 35

Reading 48 (R48) - Islamic human rights

1. Everyone has the **right to life and to respect** by virtue of being a human being. The first and foremost contribution that Islam made to forbid female infanticide and viewed the practice as a crime and murder. The Quran upholds the sanctity and absolute value of human life. "…do not take any human being's life (the life) which God has declared to be sacred…" (Al-An'am, Surah 6, verse 151).

2. Men and women have **equal rights in every respect of their lives** and neither gender is superior. Women are entitled to an equal opportunity along with men for the actualization of their human potentialities. "O mankind! We created you from a single (pair) of male and female, and made you into nations and tribes, that you may know each other (not that you despise each other)" (Sura Hujrat, 49, Verse 13).

3. Men and women have **same spiritual status** and both have the same obligations to Islamic principles and practices. Neither is exempted from these obligations on the basis of gender. "If any do deeds of righteousness-be they male or female and have faith, they will enter heaven, and not the least injustice will be done to them" (Sura An Nisa, 4, Verse 124).

4. Both men and women have the **right to have their basic needs met.**

5. Everyone has the **right to be treated with justice and equity and to seek justice.** No person is to be maligned on grounds of assumed guilt. "O you who believe! Stand out firmly for justice, as witness to Allah, even as against yourselves, or your parents , or your kin, and whether it be (against) rich or poor: for Allah can best protect both. Follow not the desires of (your hearts), lest you swerve, and if you distort (justice) or decline to do justice, verily Allah is well acquainted with all you do" (Sura 4, Verse 135).

6. Everyone must be **treated with sensitivity and compassion.**

7. Everyone has the **right to safety and security,** which includes right to a secure place of residence, right to protection of one's personal possessions free from violence, sexual harassment and molestation.

8. **Right to basic freedom of choice and expression** even in the choice of religion. "There shall be no coercion in matters of faith" (Al-Baqarah, Surah 2, verse 256). Women are encouraged in Islam to contribute their opinions and ideas.

9. Everyone has the **right to privacy.** The Quran lays down rules for protecting an individual's life in the home from undue intrusion from within or without.

10. **Seeking education and knowledge is a mandate** for every Muslim. The Quran and Hadiths of the Prophet (PBUH) both obligate men and women to acquire knowledge and education. "Seeking knowledge is a duty of every Muslim, man or woman" (Prophet Mohammad, PBUH).

11. Both men and women have the **right to work and to earn.** The Quran emphasises that the fruits of labour belong to the one who has worked for them - regardless of whether it is a man or a woman - " I shall not lose sight of the labor of any of you who labors in My way, be it man or woman; each of you is equal to the other" (Surah 3, Verse 195). "..to men is alloted what they earn, and to women what they earn" (An-Nisa, Surah 4, verse 32).

12. Both men and women have the **privilege to earn money, to have wealth, the right to own property, to enter into legal contracts and to manage their own assets** in any way that they please.

13. Both men and women have the fundamental **right to participate in every aspect of community life.**

14. You have the **right to political participation.** A woman may voice her opinion on any public matter, participate in politics and hold important positions.

15. Everyone has the **right to actualize** their God-given potential through self-development.

16. Everyone has the **right to be protected from defamation, sarcasm, offensive nicknames and backbiting.**

17. Both men and women have the **right to inherit** from their relatives. "From what is left by parents and those nearest related there is a share for men and a share for women, whether the property be small or large-a determinate share" (Sura 4, Verse 7)

18. Both men and women have the **right to marry** and no one is to be married by force. The woman's and the man's consent is necessary.

19. Marriage is a relationship of **mutual rights and obligations.** Both men and women have a need for companionship and sexual needs and marriage is designed to fulfill those needs.

20. Both women and men have the **rights to divorce,** however, due to the importance placed on the family in Islam, for its protection and importance both men and women must follow certain procedures, e.g., observing the period of iddah.

21. The buying and selling of women is not accepted in Islam, everyone has the **right to be free**. The Quran continually urges the freeing of slaves.

22. Everyone has the right to develop their aesthetic sensibilities so that one can appreciate beauty in all its forms and the right to thrive and enjoy the good life that God has provided for humankind.

23. Men and women have a right to leave one's homeland under oppressive conditions. This is the tradition of "hijrah".

Source:
Women's liberation through Islam by Mary C. Ali and Anjum Ali *http://www.islamfortoday.com www.islamfortoday.com*
Women's position, role and rights in Islam by Zieba Shorish-Shamley
Members, on of another? Gender equality and justice in Islam by Riffat Hassan
Religious human rights in the Quran by Riffat Hassan Reading – Islamic human rights

Reading – 49 (R49) – Women's rights in Islam

- Life
- Education
- Employment
- Health
- Enjoyment
- Earning and financial decisions
- Political and social participation (e.g. vote, leadership, community participation, etc.)
- Marriage (e.g. choose partner, refuse partner)
- Divorce
- Custody of children
- Inheritance
- Financial security (e.g. mahr)
- Respect, dignity and good treatment
- Safety both inside and outside the home
- Sexual fulfillment
- Equality and justice
- Personal identity (e.g. maiden name)
- Expression of opinions and needs
- Mobility

Reading 50 (R50) - Social Patterns in direct violation of Islamic principles in respect to women

These patters are in no way peculiar to Muslim families, communities and countries and occur to varying degrees all over the world. However, in many places and by many Muslims, Islam is used to justify these abuses even though there is no justification for them:

- Preference for boys – Many Muslim families and communities still prefer sons over daughters.
- Health and nutrition – in many Muslim countries in the world girls and women receive less food, less health care and clothing.
- Education – many Muslim families and communities do no allow their girls to be educated, sometimes even at the basic level.
- Employment – many Muslim families and communities disapprove of or do not allow women to work and earn for themselves.
- Housework – in many Muslim communities and countries, a woman's work is considered to be only home-making and child-rearing while other aspects of their personality and well-being are ignored and suppressed. In addition, men in many families do not participate in any housework.
- Consent for marriage – Many Muslim families and communities force their daughters into marriages arranged by their parents.
- Rape/adultery/sexuality – Many Muslim families, communities and countries have strict rules about women's sexuality and impose very strong punishments (sometimes imprisonment, forced marriage or even honour killings or stoning to death) for violating these rules. For men, these rules are relaxed and their sexual behaviour is justified, even when it involved rape.
- Expression/mobility/seclusion – in many Muslim communities, women are kept secluded and not allowed to participate in society, community, political life, especially when that means interacting with men.
- Choice of religious expression – Many Muslim communities form strong judgements and may even openly criticise women for what they perceive to be their lack of religiosity or conformity.
- Voting rights - in many Muslim countries, women did not have the right to vote for a very long time.
- Inheritance – in many families and communities, women are not allowed to keep their full inheritance
- Witness testimony – in some countries, a woman's witness testimony is not accepted
- Domestic violence – many Muslim men are violent towards their wives.
- Divorce – many Muslim men refuse to divorce their wives even when they (wives) want a divorce.
- Maintenance – many men refuse to pay their wives maintenance after they have divorced them

- Obedience – in many Muslim families and communities, women are considered to obey their husbands and father at all costs.
- Polygamy – many men choose to have more than one wife at one time.
- Superiority – in many Muslim families, communities and countries, men are considered to be superior to women and expected to be in charge of women and to control them.

Lesson 37: Self-assessment on *social awareness*

Objective/s

- To help participants identify and review their learning of the social awareness section.

Activity 1: Self-assessment

Time required:
40 minutes

Material needed:
None

Preparation needed:
None

Outcomes:
- The participants will be able to identify their learning from the social awareness section and identify areas they would like to work on further

Method

Step 1:
The trainer hands out the self-assessment form the participants and asks them to fill it out.

Note:
The trainer needs to tell the participants that they may write as many learning's and details that they like. The aim here is not to write what they liked, but what learning/points they got from these sessions. For example, "I learnt that a woman cannot be blamed for the violence she faces."

Step 2:
The trainer discusses with the participants which parts of the section they found most useful and which ones they would like to work on more.

Self-assessment form

My main learning about social awareness is that

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My main learning about an ideal society is that

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My main learning about human rights is that

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My main learning about women's position in society is that

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My main learning about women's rights is that

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My main learning about child rights is that is that

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My main learning about prisoners' rights is that

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My main learning about violence against women is that

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My main learning about violence against children is that

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My main learning about Islamic human rights is that

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My main learning about Islamic rights for women is that

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