

## PROGRAMME SCHEDULE

This is an important section that pertains to actual planning of the schedule for weekly or monthly meetings. The activities suggested in this section may be followed or add appropriate new activities. However, the instruction methodology adopted here may kindly be followed for any activity that may be included for effective learning experience.

### PROGRAMME SCHEDULE 1

<b>SELF ADVOCATES TRAINING</b>				
<b>Sl.</b>	<b>Time</b>	<b>Duration</b>	<b>Activity</b>	<b>Resource Person</b>
1	10:00-10.05	5 minutes	Prayer	
2	10.05-10.20	15 minutes	Ice Breaker	
3	10.20-10.45	25 minutes	My Favourites	
4	10.45-11.00	15 minutes	<b>Tea Break</b>	
5	11.00-12.00	60 minutes	Drumming	
6	12.00-12.30	30 minutes	Treasure Hunt	
7	12.30-1.15	45 minutes	Who am I???	
8	1.15-2.00	45 minutes	<b>Lunch Break</b>	
9	2.00-3.30	90 minutes	I like..... I hate.....	
10	3.30-3.45	15 minutes	Summary	
11	3.45-3.50	3+2 minutes	Meditation + Prayer	
12	3.50-4.00	10 minutes	<b>Tea Break</b>	
13	4.00		Dispersal	
14	4.00-5.00	60 minutes	Practice for Cultural Program	

**NOTE: All mentors will participate in all of the activities mentioned above along with the Self Advocates. The mentors, during participation will be required to participate the important skills of mentoring, mainly that of facilitating rather than instructing.**

<b>MENTORS TRAINING</b>				
<b>Sl.</b>	<b>Time</b>	<b>Duration</b>	<b>Activity</b>	<b>Resource Person</b>
1	4.00-4.20	20 minutes	Debriefing & self evaluation on days' program	
2	4.20-4.30	10 minutes	Brainstorming	
3	4.30-5.00	30 minutes	Weekly follow-up programs	

## TRAINING PLAN 1

Sl.	Objective/s	Activity	Time	Material
1	<ul style="list-style-type: none"> <li>-To set a routine</li> <li>-To express spontaneously in an unstructured, informal situation</li> </ul>	<p><b><u>Prayer</u></b></p> <ul style="list-style-type: none"> <li>-Trainer will say a small prayer(more a dialogue with the Almighty)</li> <li>-Trainer will ask the members if anyone would also like to say a prayer</li> <li>- Any member can say a prayer in any form they wish</li> </ul>	5 minutes	No Material
2	<ul style="list-style-type: none"> <li>-To encounter all other members of the team</li> <li>-To create familiarity between all members</li> <li>-To attain a certain level of comfort being in the presence of team members who are unknown to us.</li> </ul>	<p><b><u>Ice Breaker</u></b></p> <ul style="list-style-type: none"> <li>-Trainer explains the game</li> <li>-Music starts playing</li> <li>-Members move/dance/walk around the room as music plays</li> <li>-When music stops, members stop in their places</li> </ul> <p>Each member shakes hand with the person in front/next to him/her and says "Hello, me _____(first name)". Saying name is not compulsory. It is acceptable if some members just shake hands/smile/nod or just stand.</p> <ul style="list-style-type: none"> <li>-When music starts again, all members start dancing/moving/walking around the room</li> <li>-Game continues till all members encounter every other member in the team</li> <li>-Members have to consciously ensure they encounter all other members and not miss out any.</li> </ul> <p><u>Debriefing:</u></p> <p><b>Did</b> we meet everyone in the team?  <b>If</b> anyone is left we can go to him/her &amp; shake hands now  <b>How</b> did it feel looking at new faces?</p>	15 minutes	<p>Tape Recorder</p> <p>CD with dance umber(recent bollywood hits)</p> <p>One person to monitor the tape recorder</p>
3	- To identify things	<b><u>My Favourites</u></b>		Coloured beads

	<p>of interest</p> <p>- To disregard things we don't like</p>	<p>- Trainer explains the activity</p> <p>- Materials (specified in the last column) are kept in the centre of the room.</p> <p>- Members are divided into groups (a bowl of coloured beads is passed around; members pick up a bead each; when all members are done –picking up one bead each, members having the same coloured bead will form one group).</p> <p>- Members have to decorate any wall of their choice.</p> <p>- Instructions are given NOT to stick anything on the walls material can be stuck ONLY on doors, windows, cupboards,</p> <p><u>Debriefing:</u></p> <ul style="list-style-type: none"> <li>• <b>What</b> items did each of us select?</li> <li>• <b>Why</b> did we select that particular item/picture?</li> <li>• <b>Why</b> did we not select other items/pictures?</li> </ul>		<p>same in number as total number of participants (equally divided into various colours)</p> <p>Photographs of actors &amp; actresses, cello-tape, thread, balloons, scissors, colourful strips of crepe paper, decorations</p>
4		TEA BREAK	15 min	
5	<p>-To carry out   activities by listening - To develop self control</p>	<p><u><b>Drumming:</b></u></p> <p>- Trainer explains the activity.</p> <p>- All instruments (as mentioned in last column) are laid out in one corner of the room.</p> <p>- Members pick up any instrument of their choice.</p> <p>- Trainer plays a beat</p> <p>- Members emulate.</p> <p>- Trainer makes the beats more complex.</p>	60 min	<p>Steel Plates, spoons, katoris, djembes, khanjiris, wooden instruments, shakers</p>

		<ul style="list-style-type: none"> <li>- Members continue to emulate.</li> <li>- Trainer asks if any member would like to lead the team.</li> <li>- Members who wish to are permitted to lead the team. Members may be given an opportunity to exchange materials.</li> <li>-Activity may be made more complex — all playing together; groups playing one after another; groups playing different beats in unison.</li> </ul> <p><u>Debriefing:</u>  <b>How</b> did it feel?  <b>Anyone</b> who did not like the activity?  What did we do?  <b>What</b> was important in this activity?  How did the leaders feel?</p>		
6	<ul style="list-style-type: none"> <li>-To define the problem - To identify the options available - To select the most viable option to solve the problem</li> </ul>	<p><b><u>Treasure Hunt:</u></b></p> <ul style="list-style-type: none"> <li>- Trainer explains the activity.</li> <li>- Members are divided into groups using the coloured bead method ) (as mentioned in ‘My Favourites’ game).</li> <li>- Trainer poses_a problem eg.: “I am feeling very hungry”; “I am feeling thirsty”; “I am feeling bored”; “I am sleepy”; “I am lost”; “I am feeling hot”.</li> <li>- Group members have to discuss what the problem is and what needs to be done.</li> <li>- They search the room for appropriate things that will help solve the problem.</li> <li>- The group collects the material and presents it to the trainer.</li> <li>- The group that presents the first set of correct material for every problem wins a prize.</li> </ul>	30 min	<p><b><u>Hungry:</u></b> Actual fruits, vegetables, bags with vegetables, pictures of vegetables &amp; fruits, cakes, ice cream etc.</p> <p><b><u>Thirsty:</u></b> Water bottles, advts of cold drinks,</p> <p><b><u>Bored:</u></b> sports equipment, CD, tape recorder, magazine</p> <p><b><u>Sleepy:</u></b> bedsheet, satranji, picts/advts of pillows, beds,</p>

		<p><u>Debriefing:</u></p> <p><b>When</b> I posed the problem, what did you do in the group?</p> <p><b>How</b> did you decide which things are required?</p> <p><b>When</b> you went around and saw so many thing you manage to get the right thing required to solve my problem?</p> <p><b>How</b> did it feel when you solved my problems?</p> <p>Material (contd.): Coloured beads same in number as total number of participants (equally divided into various colours)</p>		<p>mattresses.</p> <p><b>Lost:</b> Phone, mobile, picture of policemen, bus, train</p> <p><b>Hot:</b> Advts of ice creams &amp; soft drinks, fans &amp; AC'Ss. saver fans</p>
7	<ul style="list-style-type: none"> <li>- To listen without interruptions when others talk</li> <li>- To know oneself / ones qualities</li> <li>- To acquaint oneself with the names &amp; demographic information about other team members</li> <li>- To speak about oneself in a small group situation</li> </ul>	<p><b><u>Who am I?</u></b></p> <ul style="list-style-type: none"> <li>- Trainer explains the activity</li> <li>- Groups are formed by the coloured bead method.</li> <li>- Members of each group introduce to other members basic information about themselves.</li> <li>- Members may ask questions to others to get more information.</li> </ul> <p><u>Extension:</u> If the activity gets over fast, many pictures can be spread in the centre of the room. Members will be asked to pick any picture of their choice and return to their places in the group. Each member will then relate the pictures to themselves. This relation may vary from “I am a lion” to “I am the sun because....” Or “I have .....” to “I have ..... because.....”</p>	45 minutes	<p>Coloured beads same in number as total number of participants (equally divided into various colours)</p> <p>Picture cards of flowers, animals, birds, trees, scenery, monsters, super - heroes, cartoon characters</p>
8		Lunch Break.	45 minutes	
9	<ul style="list-style-type: none"> <li>- To listen without interruptions when others talk</li> </ul>	<p><b>I like..... I hate.....</b></p> <ul style="list-style-type: none"> <li>- Trainer explains the activity</li> <li>- Trainer invites members to come in</li> </ul>	90 minutes	

	<ul style="list-style-type: none"> <li>- To know oneself / ones likes &amp; dislikes - To acquaint oneself with the likes and dislikes of other team members</li> <li>- To speak about oneself in a large group situation</li> </ul>	<p>front of the group /stand/sit in ones own place say something that they like and something that they hate.</p> <ul style="list-style-type: none"> <li>- Mentors may be instructed beforehand to volunteer information about themselves till self advocates are motivated to do so.</li> <li>- Voluntary self nominations will be encouraged.</li> <li>- Members coming and just standing in front of the group without saying anything, members just coming and saying their names, all levels of participation will be accepted.</li> </ul>		
10	<ul style="list-style-type: none"> <li>- To recollect the days' activities.</li> <li>- To relate the days' learnings</li> </ul>	<p>Summary</p> <ul style="list-style-type: none"> <li>- Members will be encouraged to recollect activities held during the day.</li> <li>- Members will be encouraged to relate the learnings from these activities</li> </ul>	15 minutes	May require the materials used during the day as clues to recollect
11	<ul style="list-style-type: none"> <li>- To unwind and relax after a day full of learnings</li> <li>- To reflect on the days' learnings</li> </ul>	<p><b>Meditation + Prayer</b></p> <ul style="list-style-type: none"> <li>- All candidates will sit in comfortable positions.</li> <li>- Soft music with chanting of "OM" will be played in the background.</li> <li>- Members will be instructed to close their eyes and reflect on the days learnings.</li> <li>- Bell is rung.</li> <li>- Trainer says a prayer (more a dialogue with the Almighty)</li> <li>- Trainer will ask the members if anyone would also like to say a prayer.</li> <li>- Any member can say prayer in any form they wish</li> </ul>	3+2 minutes	<p>CD Player</p> <p>CD with "OM" chanting</p>
12		Tea Break	10 minutes	
13		Dispersal	60 minutes	
14		Practice for Cultural program (to be presented on the 22 <sup>nd</sup> October, 2011).		

		Being the first day, self advocates will be encouraged to present anything of their interest to the group.		
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## PROGRAM SCHEDULE 2

### SELF ADVOCATES TRAINING

Sl.	Time	Duration	Activity	Resource Person
1	10.00 - 10.05	05 minutes	Prayer	
2	10.05 - 10.35	30 minutes	I like.... I hate....	
3	10.35 - 11.15	40 minutes	The Emperor's New Clothes	
4	11.15 - 11.30	15 minutes	<b>Tea Break</b>	
5	11.30 - 12.30	60 minutes	Reporting Abuse	
6	12.30 - 1.00	30 minutes	Group Work (My Family)	
7	1.00-1.45	45 minutes	<b>Lunch Break</b>	
8	1.45 - 2.15	30 minutes	Group work (Various activities)	
9	2.15-2.55	40 minutes	Drumming	
10	2.55 -3.00	2+ 3 minutes	Meditation + Prayer	
11	3.00 - 3.10	10 minutes	<b>Tea Break</b>	
12	3.1		Dispersal	
13	3.10-4.00	60 minutes	Practice for Cultural program	

**NOTE:** All mentors will participate in all of the activities mentioned above along with the Self Advocates. The mentors, during participation will be required to practice the important skills of mentoring, mainly that of facilitating rather than instructing.

### MENTORS TRAINING

Sl.	Time	Duration	Activity	Resource person
1	3.10-3.30	20 minutes	Debriefing & self evaluation on days' program	
2	3.30 – 3.40	10 minutes	Brainstorming	
3	3.40 – 4.10	30 minutes	Weekly follow-up programs	

## TRAINING PLAN 2

Sl.	Objective/s	Activity	Time	Material
1	<ul style="list-style-type: none"> <li>-To set a routine</li> <li>-To express spontaneously in an unstructured, informal situation</li> </ul>	<p><b><u>Prayers</u></b></p> <ul style="list-style-type: none"> <li>-Trainer will say a small prayer (more a dialogue with the Almighty)</li> <li>-Trainer will ask the members if anyone would also like to say a prayer.</li> <li>-Any member can say a prayer in any form they wish.</li> </ul>	5 minutes	No material
2	<ul style="list-style-type: none"> <li>-To express one's likes</li> <li>-To express ones dislikes</li> </ul>	<p><b><u>I like.... I hate....</u></b></p> <ul style="list-style-type: none"> <li>-Red &amp; Green coloured square papers will be passed around with instructions to keep one of each colour and pass on the rest.</li> <li>-Once all members have this paper of each colour, trainer will demonstrate how to play the game.</li> <li>-The trainer says certain statements.</li> <li>-If the member wishes to answer in a "Yes", then he/she has to raise the green paper.</li> <li>-If the member wishes to answer in a "No", then he/she has to raise the red paper.</li> <li>-The trainer will initially start with simple concrete statements, with which all members will relate easily eg "I am a girl" - all girls raise the green paper &amp; boys raise the red paper.</li> <li>-Similar statements will be taken for all members to understand when to raise the respective papers (I am wearing a saree, I am wearing a Tshirt, I have specs, I am wearing pants, I live in Panvel, I have a bindi etc).</li> <li>-Once members understand use of coloured papers, the trainer will move on to more complex statements with "I like... and I hate....." elements related to their day to day lives.</li> <li>-The red and green papers will be passed on and collected at the end of the game.</li> </ul>	30 minutes	3''x3'' Crepe papers red and green in colour (one of each colour to be given to each participant)



3	<p>-To plan and implement an activity within the available resources</p>	<p><b><u>The Emperor's New Clothes</u></b></p> <ul style="list-style-type: none"> <li>- Members are divided into groups (a bowl of coloured beads is passed around; members pick up a bead each; when all members are done picking up one bead each, members having the same coloured bead will form one group).</li> <li>- The method for grouping which was initiated last week is made a little more complex: Trainers and Volunteers stand in five places holding a bead of one colour each. Members are required to look at the bead in their own hands, and collect by themselves around the Volunteer/Trainer who is holding the same coloured bead.</li> <li>- After the groups are formed, each group will be given three news papers, a pair of scissors, one cello-tape and few pins.</li> <li>- Each group has to identify one "KING" amongst their team members and prepare a set of clothes for their KING using the material provided.</li> <li>- After 30 minutes, each king will walk the ramp to a lot of cheer from all the groups.</li> </ul>	40 minutes	<p>Coloured beads same in number as total number of participants (equally divided into five colours) News papers, Cello Tape, Scissors, Pins</p>
4		Tea Break	15 minutes	
5	<p>-To distinguish between appropriate and inappropriate things -To accept appropriate materials - To reject inappropriate materials</p>	<p><b><u>Reporting Abuse -</u></b></p> <ul style="list-style-type: none"> <li>-The red and green paper squares will again be distributed to all n members.</li> <li>- Members will be shown each of the material and asked whether they would accept them. If the answer is "YES", then raise the green paper. If the answer is "NO", then raise the red paper. Members will then be divided into 3 groups according to their</li> </ul>	60 minutes	<p>3"x3"? Crepe papers \$s red and green in colour (one of each colour to be given to each participant) Broken pair</p>

		<p>functional levels. Two mentors will take the activity with the material with each group with specific instructions as follows:</p> <ul style="list-style-type: none"> <li>- Group 1 will be taught to say “NO” to inappropriate material.</li> <li>- Group 2 will be taught to say “I don’t want this I want....””</li> <li>- Group 3 will be taught say “Don’t give me torn clothes. Just as you wear good clothes, I too need /like to wear good clothes”</li> </ul>		<p>of footwear, pair of footwear with both of the same foot, pair of dissimilar footwear, torn shirt, muddy /dirt dress.</p>
	To reject inappropriate materials	<p><b><u>NOTE:</u></b> - The same mentors will attend to the same groups throughout the next three programs, so they are able to follow up and facilitate appropriate learning.</p> <ul style="list-style-type: none"> <li>- AL members will again re-assemble in one large group.</li> <li>-Trainers and Volunteers will perform role plays portraying a guardian giving inappropriate material to a self advocate and the self advocate saying no and asking for appropriate material.</li> <li>- After every role play, self advocates will be invited to come and play the role of the self advocate and display the behaviors taught to them in groups above when someone gives them an inappropriate material.</li> </ul> <p>The concept will again be reinforced using the red and green paper activity. Red/Green Pavers will be collected after the activity.</p>		<p>shirt without buttons / with buttons of varied colours, pant with buckle broken. Good pair of footwear, good Shirt, pant, dress.</p>
6	To express ones feelings about one’s family	<p><b><u>My Family -</u></b></p> <ul style="list-style-type: none"> <li>-Members will again be divided into groups according to their functional levels.</li> <li>- NOTE: The same mentors will attend to the same groups throughout the next three programs, so they are able to follow up and facilitate appropriate learning.</li> </ul>	30 minutes	<p>Members will be instructed during the week to bring photographs of family members</p>

		<ul style="list-style-type: none"> <li>- Members will express facts: feeling about family members whose photographs have been brought by them.</li> <li>-Members will be encouraged to ask questions to other members to gain more information about their family members.</li> </ul>		
7		<p><b><u>Lunch Break</u></b></p> <ul style="list-style-type: none"> <li>- Members will be encouraged to indulge in activities which they like after lunch (stroll, nap, chat etc).</li> </ul>	45 minutes	
8	-To develop confidence	<p>Group work (Various activities)</p> <ul style="list-style-type: none"> <li>- Members will again be divided into groups according to their functional levels.</li> <li>- <u>NOTE:</u> The same mentors will attend to the same groups throughout the next three programs, so they are able to follow up and facilitate appropriate learning.</li> <li>- Group 1 will be sent down with their mentors for working in the garden.</li> <li>- Group 2 will speak in by standing in front of their group about their family members.</li> <li>- Group 3 will be taught public speaking skills — primarily talking about topics related to family.</li> </ul>		
9	<p>To carry out activities by listening</p> <ul style="list-style-type: none"> <li>- To develop self control</li> </ul>	<p><b><u>Drumming:</u></b></p> <ul style="list-style-type: none"> <li>- Trainer explain the activity</li> <li>-All instruments (as mentioned in last column) are laid out in one corner of the room.</li> <li>-Members pick up any instrument of their choice.</li> <li>- Trainer plays a beat</li> <li>-Members emulate.</li> <li>-Trainer makes the beats more complex.</li> <li>- Members continue to emulate.</li> <li>- Trainer asks if any member would like to lead the team. Members whose photographs have been brought by them.</li> <li>- who wish to are permitted to lead the team.</li> </ul>	60 minutes	Steel Plates, spoons, katoris, djembes khanjiris, wooden instruments, shakers

		<p>-Members may be given an opportunity to exchange materials.</p> <p>- Activity may be made more complex — all playing together; groups playing one after another; groups playing different beat in unison.</p> <p>- The level of drumming activity will be one step ahead in complexity than the activity carried out in the earlier program.</p>		
10	<p>To unwind and relax after a day full of learnings</p> <p>- To reflect on the days' learnings</p>	<p><b><u>Meditation + Prayer</u></b></p> <p>- All candidates will sit in comfortable positions.</p> <p>- Soft music with chanting of “OM” will be played in the background. Members will be instructed to close their eyes and reflect on the days learnings.</p> <p>- Bell is rung.</p> <p>- Trainer says a prayer (more a dialogue with the Almighty) Trainer will ask the members if anyone would also like to say a prayer.</p> <p>Any member can say a prayer in any form they wish.</p>	2+3 minutes	CD Players CD with “OM” chanting
11		<b>Tea Break</b>	10 minutes	
12		Dispersal		
13		Practice for Cultural program (to be presented on the 22" October, 2011). Being the first day, self advocates will be encouraged to present anything of their interest to the group	60 minutes	

The theme for the first program was ‘SELF’ and for developing familiarity amongst all. Mentors were instructed to consciously facilitate development . of the following skills in the routine activities of the Self-Advocate:

- Listening,
- Decision-making,
- Problem solving,

- Knowing and expressing wants.

The theme for the second program was centered around the 'FAMILY'. As a follow-up of this program, self advocates have been instructed to stick photographs as follows in their files:

- Of self(as many as available — from childhood till date)
- Of family members with their names and relation (may be single or group photographs)
- Write the addresses of their Organization and their place of residence

The theme for the third program will be 'COMMUNITY'. In the week prior to his program advocates have been instructed to obtain information about all public places (hospital, dispensary, bus stop/stand, railway station, hotels, shops, beauty parlours/saloons, police stations etc) around their place of residence.

Mentors have been advised to

- To consciously facilitate development of the following skills in the routine activities of the Self-Advocate: Listening, Decision-making, Problem solving, Knowing and expressing wants.
- Follow-up and get the scrap work (photographs) done from the advocates.
- Encourage parents to actually take the advocate to the public places around their homes, show them the place and make a list of places visited — which will be included in the 3" training program

### **PROGRAM SCHEDULE 3**

<b>SELF ADVOCATES TRAINING</b>				
<b>Sl.</b>	<b>Time</b>	<b>Duration</b>	<b>Activity</b>	<b>Resource Person</b>
1	10.00 - 10.05	05 minutes	Prayer program	
2	10.05 - 10.45	40 minutes	Main Hoon Na.....	
3	10.45 - 11.15	30 minutes	You are my Angel.....	
4	11.15 - 11.30	15 minutes	<b>Tea Break</b>	
5	11.30 - 12.00	30 minutes	I-speak	
6	12.00-1.00	60 minutes	"No Thank You"	
7	1.00 -1.45	45 minutes	<b>Lunch Break</b>	
8	1.45 - 2.15	30 minutes	"No Thank You" (contd)	
9	2.15-2.55	40 minutes	Drumming	
10	2.55 -3.00	2 + 3 minutes	Meditation + Prayer	
11	3.00-3.10	10 minutes	<b>Tea Break</b>	Shirish & team
12	3.10		Dispersal	
13	3.10 - 4.10	60 minutes	Practice for Cultural	Shirish & team

NOTE: All mentors will participate in all of the activities mentioned above along with the Self Advocates. The mentors, during participation will be required to practice the important skills of mentoring, mainly that of facilitating rather than instructing.

<b>MENTORS TRAINING</b>				
<b>Sl.</b>	<b>Time</b>	<b>Duration</b>	<b>Activity</b>	<b>Resource Person</b>
1	3.10 -3.30	20 minutes	Debriefing & self evaluation on days' program	
2	3.30 -3.40	10 minutes	Brainstorming	
3	3.40 -4.10	30 minutes	Weekly follow-up programs	

### **TRAINING PLAN 3**

<b>Sl.</b>	<b>Objective/s</b>	<b>Activity</b>	<b>Time</b>	<b>Material</b>
1	<ul style="list-style-type: none"> <li>- To set a routine</li> <li>- To express spontaneously in an unstructured, informal situation</li> </ul>	<p><b><u>Prayer</u></b></p> <ul style="list-style-type: none"> <li>- Trainer will say a small prayer (more a dialogue with the Almighty)</li> <li>- Trainer will ask the members if anyone would also like to say a prayer.</li> <li>- Any member can say in any form they wish.</li> </ul>	5 minutes	No material
2	<ul style="list-style-type: none"> <li>- To develop trust</li> </ul>	<p><b><u>Main Hoon Na.....</u></b></p> <ul style="list-style-type: none"> <li>- This session will have two activities.</li> <li>- The Trainer explains the first activity.</li> <li>- Members will be paired (Different coloured papers will be distributed to all. There will be only two papers of one colour. Members will be required to pick any paper of their choice. Members who have papers of the same colour will form pairs).</li> <li>- Many obstacles will be laid across the room.</li> <li>- One member of every pair will be blindfolded.</li> </ul>	40 minutes	30 paper squares / triangles of 15 different colours (two papers of one colour each)  Various obstacles laid across the room (tables of varying heights,

		<ul style="list-style-type: none"> <li>- The other member has to lead his mate physically through the obstacles to the other end of the room without him banging into any of the obstacles.</li> <li>- The leader is not allowed to say anything to the blindfolded mate.</li> <li>- Different pairs will start and end at different parts of the room, so that all can start together.</li> <li>- The best fun will be experienced when all pairs reach the centre of the room, trying to cross over to their side of the room!</li> <li>- Once all pairs are done, the leaders and the blindfolded mate will exchange places and repeat the same game.</li> <li>- The Trainer then explains the second game.</li>   <li>- Members form new pairs again using the coloured paper method.</li> <li>- This game is played with only three pairs at a time.</li> <li>- All other members sit in a semi circle formation in the room.</li> <li>- A pot/bucket is kept upside down at one end of the room.</li> <li>- One of the ; air is a again blindfolded and is given a stick.</li> <li>- The leaders in every pair have to lead their respective blindfolded mate to the pot, where the mate is required to hit the pot.</li> </ul> <p>This time, the leader has to verbally guide his mate — he is not allowed to touch or physically guide him.</p> <ul style="list-style-type: none"> <li>- The most hilarious moments will be experienced when all three pairs reach the pot, trying to hit it without hitting each other! And they have to concentrate on the voice/directions given by their own leader amidst the voices/directions given by the other leaders! Once all pairs are done, the leaders and the blindfolded mate will exchange places and repeat the same game.</li> </ul>	<p>different types of chairs, water bottles, musical instruments and any other material available at the place of training.</p> <p>Three sticks and a pot/bucket</p>
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3	<ul style="list-style-type: none"> <li>- To identify helpers in their own community</li> <li>- To identify public places in their own community</li> <li>- To identify specific people whom they can call for help in case of emergency.</li> </ul>	<p><b><u>You are my Angel....</u></b></p> <ul style="list-style-type: none"> <li>- Members will be divided into three groups as per their functional abilities (the same groups and mentors will be retained as in the second program).</li> <li>- Members had been told during the second program to personally visit and collect information about Community centres (hospitals, dispensary, school, police station, beauty parlours, vegetable market, grocery shop etc.) near their places of residence.</li> <li>- They will now discuss the same in their groups.</li> <li>- Mentors will guide each Self Advocate to identify any three people (1 person they trust — can be anyone close to the self</li> <li>- The Trainer then explains the second game.</li> <li>- Members form new pairs again using the coloured paper method. This game is played with only three pairs at a time.</li> <li>- All other members sit in a semi circle formation in the room.</li> <li>- A pot/bucket is kept upside down at one end of the room.</li>   <li>- One of the pair is again blindfolded and is given a stick.</li> <li>- The leaders in every pair have to lead their respective blindfolded mate to the pot, where the mate is required to hit the pot.</li> <li>- This time, the leader has to verbally guide his mate — he is not allowed to touch or physically guide him.</li> <li>- The most hilarious moments will be experienced when all three pairs reach the pot, trying to hit it without hitting each other! And they have to concentrate on the voice/directions given by their own leader amidst the voices/directions given by the other leaders!</li> <li>- Once all pairs are done, the leaders and the</li> </ul>	30 minutes	Home-work done in the week prior to the program.
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		blindfolded mate will exchange places and repeat the same game.		
4		<b><u>Tea Break</u></b>	15 minutes	
5	<ul style="list-style-type: none"> <li>- To make appropriate use of community resources.</li> <li>- To speak about resources available and required in their community</li> <li>- To express expectations from the community.</li> </ul>	<p><b><u>I - speak!</u></b></p> <ul style="list-style-type: none"> <li>- The same groups formed in the earlier activities will be continued for this session (based on their functional levels).</li> <li>- Group 1 will go outdoors and carry out various activities in the community.</li> <li>- Group 2 &amp; 3 will discuss within their small groups for about 15 minutes what facilities they get, what they don't and what they need from their communities.</li> <li>- After discussion, all members will assemble together.</li> <li>- Each member will come out and present a speech on their requirements from the community.</li> </ul>	30 minutes	
6	<ul style="list-style-type: none"> <li>- To identify situations in which one needs to say "NO",</li> <li>- To acquire / learn various techniques in which one can assertively say "NO",</li> </ul>	<p><b><u>"No Thank You"</u></b></p> <ul style="list-style-type: none"> <li>- Role plays will be carried out in each of the ten techniques of saying "NO" to a person</li> <li>- Members will be invited to come out and play the role of Self Advocate and learn the various techniques to say "NO".</li> </ul>	60 minutes before lunch and continued after lunch	
7		<p><b><u>Lunch Break</u></b></p> <ul style="list-style-type: none"> <li>- Members will be encouraged to indulge in</li> </ul>	45 minutes	

		<p>activities which they like after lunch (stroll, nap, chat etc)</p> <ul style="list-style-type: none"> <li>- Situations will be purposefully created during lunch break for members to practice saying “NO”.</li> </ul>		
8	Session continued	<p><b><u>“No Thank You”</u></b> continued from pre-lunch session</p>	30 minutes	
9	<p>- To carry out activities by Listening</p> <p>To develop self control</p>	<p><b><u>Drumming:</u></b></p> <ul style="list-style-type: none"> <li>- Trainer explains the activity.</li> <li>- All instruments (as mentioned in last column) are laid out in one corner of the room.</li> <li>- Members pick up any instrument of their choice.</li> <li>- Trainer plays a beat</li> <li>- Members emulate.</li> <li>- Trainer makes the beats more complex.</li> <li>- Members continue to emulate.</li> <li>- Trainer asks if any member would like to lead the team. Members who wish to are permitted to lead the team.</li> <li>- Members may be given an opportunity to exchange materials.</li> <li>- Activity may be made more complex — all playing together; groups playing one after another; groups playing different beat in unison.</li> </ul> <p>The level of drumming activity will be one step ahead in complexity than the activity carried out in the earlier program.</p>	60 minutes	Steel Plates, spoons, katoris, djembes, khanjiris, wooden instruments, shakers
10	<ul style="list-style-type: none"> <li>- To unwind and relax after a day full of learnings</li> <li>- To reflect on the days’ learnings</li> </ul>	<p><b><u>Meditation + Prayer</u></b></p> <ul style="list-style-type: none"> <li>- All candidates will sit in comfortable positions.</li> <li>- Soft music with chanting of “OM” will be played in the background.</li> <li>- Members will be instructed to close their eyes and reflect on the days learnings.</li> </ul>	2+3 minutes	CD Player  CD with “OM” chanting

		<ul style="list-style-type: none"> <li>- Bell is rung.</li> <li>- Trainer says a prayer (more a dialogue with the Almighty)</li> <li>- Trainer will ask the members if anyone would also like to say a prayer.</li> <li>- _Any member can say a prayer in any form they wish.</li> </ul>		
11		<b><u>Tea Break</u></b>	10 minutes	
12		Dispersal		

#### PROGRAM SCHEDULE 4

##### SELF ADVOCATES TRAINING

Sl.	Time	Duration	Activity	Resource Person
1	10.00 - 10.05	05 minutes	Prayer	Mentors
2	10.05-10.15	10 minutes	Accepting Circle	
3	10.15- 10.45	30 minutes	My Helpers	Mentors
4	10.45-10.55	10 minutes	Bhow! Bhow!!!	Charu
5	10.55-11.15	20 minutes	We Can	
6	11.15 -11.30	15 minutes	<b>Tea Break</b>	
7	11.30 - 12.15	45 minutes	We Can (contd.)	
8	12.15 - 1.00	45 minutes	Health Forum	Mentors
9	1.00 -1.30	30 minutes	<b>Lunch Break</b>	
10	1.30 - 2.15	45 minutes	I-speak	Charu + mentors
11	2.15-2.55	40 minutes	Drumming	
12	2.55 -3.00	2 + 3 minutes	Meditation + Prayer	
13	3.00 - 3.10	10 minutes	<b>Tea Break</b>	Mrs. Palkar & Team
14	3.10		Dispersal	
15	3.10 - 4.10	60 minutes	Practice for Cultural program	Mrs. Palkar & Team

**NOTE:** All mentors will participate in all of the activities mentioned above along with the Self Advocates. The mentors, during participation will be required to practice the important skills of mentoring, mainly that of facilitating rather than instructing.

### MENTORS TRAINING

Sl.	Time	Duration	Activity	Resource Person
1	3.10 -3.30	20 minutes	Debriefing & self evaluation on days' program	
2	3.30 -3.40	10 minutes	Brainstorming	
3	3.40 -4.10	30 minutes	Weekly follow-up programs	

### TRAINING PLAN 4

Sl.	Objective/s	Activity	Time	Material
1	- To set a routine - To express spontaneously in an unstructured, informal situation	<p><b><u>Prayer</u></b></p> <ul style="list-style-type: none"> <li>-Trainer will say a small prayer (more a dialogue with the Almighty)</li> <li>- Trainer will ask the members if anyone would also like to say a prayer.</li> <li>- Any member can say a prayer in any form the wish.</li> </ul>	5 minutes	No material
2	-To accept each other as we are - To develop concentration	<p><b><u>Accepting Circle</u></b></p> <ul style="list-style-type: none"> <li>- Trainer explains the game</li> <li>- All members stand in a large circle.</li> <li>- One player starts by making a little gesture, perhaps with a little sound.</li> <li>- His or her neighbor then tries and does exactly the same. And so on.</li> <li>- Although we expect the gesture/sound not to change, it will.</li> <li>- Watch for movements that suddenly change left/right arm or leg. This is not really supposed to happen, but it will.</li> <li>- Once happened, it should be accepted by the next player.</li> <li>- Also watch/listen for little moans or sighs that players might make before or after their turn — these should also be taken over by the next + layer.</li> </ul>	10 minutes	No materials

3	<ul style="list-style-type: none"> <li>- To identify specific helpers in their community.</li> <li>- To collect and store specific information about these helpers for future use</li> </ul>	<p><b><u>My Helpers</u></b></p> <ul style="list-style-type: none"> <li>- The self advocates had been instructed to identify and collect specific information pertaining to phone numbers and addresses of the police station and doctor/dispensary closest to their place of residence and one person whom they trust the most and whom they would call first in case of any help.</li> <li>-The members will be divided into their functional groups.</li> <li>- Mentors responsible for each group will discuss with the group on the specific information collected and make the members aware about when this information will be used</li> </ul>	30 minutes	Information collected by the self advocates in their files.
4	<ul style="list-style-type: none"> <li>- To boost energy</li> <li>- To develop coordination</li> </ul>	<p><b>Bhow! Bhow!!!...</b></p> <ul style="list-style-type: none"> <li>- Extremely silly but fun game, to pump up energy levels.</li> <li>- Get everyone in a circle.</li> <li>- One player becomes the body of any animal he/she chooses - this is done by holding both arms in front of your chest, elbows touching your rb cage, and letting hands hold a ball.</li> <li>- Her 2 neighbors become the ‘ears’ of the animal, by waving a hand next to the middle player's ears. - One more neighbor becomes the tail.</li> <li>- All 4 make the sound of the animal (say ‘bhow, bhow, bhow... if they are a dog) together, until the middle player throws the ball to another player in the circle.</li> <li>- This player then becomes the body, and his neighbors get to do the ears and tail.</li> <li>- Play this game at a high speed.</li> <li>- Mumbling the sound en masse gives a nice energy boost.</li> <li>- Play in slow motion. Hilarious!</li> <li>- Alternatively, you can really invent any object or create or replace the animal, as long as you invent a sound along with it.</li> <li>- Try a car, with 2 wheels and a set of wind screen</li> </ul>	10 minutes	No materials required

		<p>wipers, going “vroom vroom” a cow, with a tail and 2 horns, going ‘moo moo’, a washing machine, with 2 players building a ‘box* with both arms, and the middle player waving her arms in a circle in front of her</p> <ul style="list-style-type: none"> <li>- All go ‘rumble rumble’</li> <li>- an elephant, with 2 big ears and a trunk, making an elephant sound (if you don’t know what an elephant sounds like, just invent a sound .</li> </ul>		
5	<ul style="list-style-type: none"> <li>- To identify one’s strengths</li> <li>- To identify ones limitations - To identify ways in which one can overcome ones limitations</li> </ul>	<p><b><u>We Can</u></b></p> <ul style="list-style-type: none"> <li>- Trainer explains her own strengths and limitations to the group.</li> <li>- Eg: I can sing well, but I cannot read without my specs.</li> <li>- Then explains that the limitation can be overcome with some help eg. If I wear specs, I can read well.</li> <li>- Three columns will be drawn on the Board. Strengths, limitations and was to overcome these limitations will be written down in each of these columns.</li> <li>- Members will then be paired using the coloured paper method</li> <li>- Before tea break, members will be asked to share each of the three points about each other.</li> <li>- Mentors will move around facilitating discussions.</li> </ul>	20 minutes	<p>30 paper squares / triangles of 15 different colours (two papers of one colour each) –</p> <p>White Board,marker, duster</p>
6		<p><b><u>Tea Break</u></b></p>	15 minutes	
7		<p><b><u>We Can (contd.)</u></b></p> <ul style="list-style-type: none"> <li>- After tea Break, members will again be seated in their pairs.</li> <li>- Each pair will explain their strengths, limitations</li> </ul>	45 minutes	One self advocate volunteer to write on the board

		<p>and strategies to the group.</p> <ul style="list-style-type: none"> <li>- These will be noted down (preferably by a self advocate who can write well on the board)</li> <li>- .After all pairs have stated their points, a general summary will be carried out emphasizing that all of us have different limitations, but with some kind of help, we can always overcome them — we need to know whom we can ask for help.</li> </ul>		
8	<ul style="list-style-type: none"> <li>- To make the self advocates aware about health issues</li> <li>- To equip oneself with strategies to protect ones health &amp; maintain hygiene</li> </ul>	<p><b><u>Health Forum:</u></b></p> <ul style="list-style-type: none"> <li>- This session will be conducted separately for girls and boys.</li> <li>- Male Mentors and Trainers will take the session with the male self advocates</li> <li>- Female Mentors and Trainers will take the session with the female self advocates</li> <li>- Issues to be dealt with will be given in a separate handbook.</li> </ul>	45 minutes	Handbook for Health & Hygiene
9		<p><b><u>Lunch Break</u></b></p> <ul style="list-style-type: none"> <li>- Members will be encouraged to indulge in activities which they like after lunch (stroll, nap, chat etc)</li> <li>- Situations will be purposefully created during lunch break for members to practice saying “NO”,</li> </ul>	30 minutes	
10		<p><b><u>I Speak</u></b></p> <ul style="list-style-type: none"> <li>- Members will be encouraged to come out and speak on various issues that concern their daily lives.</li> <li>- Speakers will be guided to present their points in a manner which will be understood by all.</li> <li>- This will be done <u>NOT</u> by telling them what to say but, by asking questions to rod them into formulating their own answers.</li> </ul>	45 minutes	Mike, speakers

11	<ul style="list-style-type: none"> <li>- To carry out activities by listening</li> <li>-To develop self control</li> </ul>	<p><b><u>Drumming:</u></b></p> <ul style="list-style-type: none"> <li>- Trainer explains the activity.</li> <li>- All instruments (as mentioned in last column) are laid out in one corner of the room.</li> <li>- Members pick up any instrument of their choice.</li> <li>- Trainer plays a beat.</li> <li>- Members emulate</li> <li>- Trainer makes the beats more complex.</li> <li>- Members continue to emulate.</li> <li>- Trainer asks if any member would like to lead the team. Members who wish to are permitted to lead the team.</li> <li>- Members may be given an opportunity to exchange materials.</li> <li>- Activity may be made more complex — all playing together; groups playing one after another; groups playing different beat in unison.</li> <li>- The level of drumming activity will be one step ahead in complexity than the activity carried out in the earlier program</li> </ul>	45 minutes	Steel Plates, spoons, katoris, djembes, khanjiris, wooden instruments, shakers
12	<ul style="list-style-type: none"> <li>- To unwind and relax after a day full of learnings</li> <li>- To reflect on the days' learnings</li> </ul>	<p><b><u>Meditation + Prayer</u></b></p> <ul style="list-style-type: none"> <li>- All candidates will sit in comfortable positions.</li> <li>- Soft music with chanting of “OM” will be played in the background.</li> <li>- Members will be instructed to close their eyes and reflect on the days learnings.</li> <li>- Bell is rung.</li> <li>- Trainer says a prayer (more a dialogue with the Almighty)</li> <li>- Trainer will ask the members if anyone would also like to say a prayer.</li> <li>- Any member can say a prayer in any form they wish.</li> </ul>	2+3 minutes	CD Player  CD with “OM” chanting



13		<b><u>Tea Break</u></b>	10 minutes	
14		Dispersal		
15		Practice for Cultural program (to be presented on the 21" October, 2011).	60 minutes	

### **PROGRAM SCHEDULE 5**

<b>SELF ADVOCATES TRAINING</b>				
<b>Sl.</b>	<b>Time</b>	<b>Duration</b>	<b>Activity</b>	<b>Resource Person</b>
1	10.00 - 10.05	05 minutes	Prayer	Mentors
2	10.05 - 11.15	70 minutes	"Nothing about us, without us"	Charu
3	11.15 - 11.30	15 minutes	Tea Break	
4	11.30 - 12.30	60 minutes	Office bearers and their roles	
5	12.30 - 1.15	45 minutes	I-Speak	Mentors
6	1.15 - 1.45	30 minutes	Lunch Break	
7	1.45 - 3.15	90 minutes	Vote For.....!!!	Charu + mentors
8	3.15 - 3.20	2 + 3 minutes	Meditation + Prayer	
9	3.20 - 3.30	10 minutes	Tea Break	Mrs. Palkar & Team
10	3.30		Dispersal	
11	3.30 - 4.30	60 minutes	Practice for Cultural program	Mrs. Palkar & Team

**NOTE:** All mentors will participate in all of the activities mentioned above along with the Self Advocates. The mentors, during participation will be required to practice the important skills of mentoring, mainly that of facilitating rather than instructing.

### **TRAINING PLAN 5**

<b>Sl.</b>	<b>Objective/s</b>	<b>Activity</b>	<b>Time</b>	<b>Material</b>
1	- To set a routine - To express spontaneously in an unstructured,	<b><u>Prayer</u></b>  - Trainer will say a small prayer (more a dialogue with the Almighty) - Trainer will ask the members if anyone would also like to say a prayer.	5 minutes	No material

	informal situation	- Any member can say a prayer in any form the wish.		
2	<ul style="list-style-type: none"> <li>- To understand the concept of self advocacy</li> <li>- To identify oneself as a Self — Advocate</li> <li>- To create a group identity</li> <li>- To identify areas (settings) where self advocacy can be practiced</li> <li>- To identify strategies for practicing self advocacy in various settings.</li> </ul>	<p><b><u>Nothing About Us Without us....</u></b></p> <ul style="list-style-type: none"> <li>- Trainer will introduce the concept of self-advocacy</li> <li>- All members will introduce themselves as self advocates —“I am ..... (Name), I am a self advocate”.</li> <li>- Trainer will inform the members that all Self-Advocates belong to one group (SASI, Navi Mumbai).</li> <li>- Trainer will guide the self advocates to identify various areas / settings (eg Home, school, place of work, doctors’, bus, train, market place, shop etc.) where self advocacy can be practiced with examples from daily life situations.</li> <li>- Trainer will facilitate a brainstorming by the self advocates on strategies for practicing self advocacy in the areas/settings identified.</li> </ul>	70 minutes	Chalk, black-board OR Marker, White-board
3		<b><u>Tea Break</u></b>	15 minutes	
4	<ul style="list-style-type: none"> <li>- To list the main Office Bearers of the Organization.</li> <li>- To understand the roles and responsibilities of these Office Bearers</li> <li>- To assess one’s own</li> </ul>	<p><b>Office bearers and their roles</b></p> <ul style="list-style-type: none"> <li>- Trainer will inform all self advocates about three major Office Bearers in the SASI Navi Mumbai (President, Secretary and Treasurer).</li> <li>- Flip Charts prepared earlier enlisting roles and responsibilities of each Office bearer will be displayed and explained one by one.</li> <li>- After explaining the roles and responsibilities of the President, self advocates will be urged to assess their own abilities in light of the list explained.</li> </ul>	60 minutes	3 Flip Charts enlisting the titles, roles and responsibilities of the Office bearers.

	<p>abilities in light of these roles and responsibilities.</p> <ul style="list-style-type: none"> <li>- To nominate oneself for respective positions considering ones abilities.</li> </ul>	<ul style="list-style-type: none"> <li>- Self advocates will then be encouraged to nominate themselves for the President’s position.</li> <li>- Names of the self nominated candidates will be written on the board under the “President” column.</li> <li>- Similar procedure will be carried out for the Secretary and Treasurer.</li> <li>- At the end of the session, the blackboard will display 3 columns with the names of all the self nominated candidates under each post.</li> <li>- Candidates who have nominated themselves for more than one post will be asked to reconsider their decisions and decide on any ONE post that they would wish to nominate themselves for.</li> <li>- The list of roles and responsibilities would serve as a reference point for these reconsiderations.</li> <li>- The final list will then be displayed and all self advocates will be asked if they have any objections to the nominated candidates.</li> </ul> <p>Immediate reconciliative action will be taken on any objection received.</p>		
5	<ul style="list-style-type: none"> <li>- To consolidate one’s ideas on a particular topic</li> <li>- To express one’s ideas on a particular topic.</li> <li>- To practice the skill of speaking in front of a group.</li> </ul>	<p><b><u>I Speak</u></b></p> <ul style="list-style-type: none"> <li>- Members will be encouraged to come out and speak on various issues that concern their daily lives.</li> <li>- Speakers will be guided to present their points in a manner which will be understood by all.</li> <li>- This will be done NOT by telling them what to say, but, by asking questions to prod them into formulating their own answers.</li> <li>- The self advocates will given certain topics to express their opinions (e.g. ‘What do I need in my society’, ‘My opinion about the self advocacy training’, ‘My abilities’ etc.</li> </ul>	45 minutes	Mike

6		<p><b><u>Lunch Break :</u></b></p> <ul style="list-style-type: none"> <li>- Members will be encouraged to indulge in activities which they like after lunch (stroll, nap, chat etc)</li> <li>- Situations will be purposefully created during lunch break for members to practice saying “NO”.</li> </ul>	30 minutes	
7	<ul style="list-style-type: none"> <li>- To select only ONE picture from amongst all on a ballot paper.</li> <li>- To stamp in the as appropriate column in front of the selected picture.</li> <li>- To maintain confidentiality about the picture selected.</li> <li>- To understand and follow the appropriate procedure for voting.</li> </ul>	<p>Vote for.....</p> <ul style="list-style-type: none"> <li>- Trainer will explain the procedure of voting.</li> <li>- Trainer will emphasize on the need for maintaining confidentiality in voting.</li> <li>- Members will be given three practice sessions in 90 minutes for casting their votes where the following procedure will have to be followed: <ul style="list-style-type: none"> <li>• Stand in a line</li> <li>• Go one by one in line to the registration table</li> <li>• Write their name on the registration sheet.</li> <li>• Get their finger inked..</li> <li>• Take the ballot paper.</li> <li>• Proceed to the voting line.</li> <li>• Wait till the voting tables are free.</li> <li>• Walk to the table which is free.</li> <li>• Stamp in the appropriate column in front of any ONE picture.</li> <li>• Fold the ballot paper and insert it in the slotted Ballot box kept in the centre of the room.</li> <li>• Return to their seats.</li> <li>• Repeat the same procedure for the next session.</li> </ul> </li> <li>- Three different ballot papers will be used as follows in the three practice sessions: <ol style="list-style-type: none"> <li>1. <u>First column</u> with Pictures of objects, second column with the names of these objects, third column blank for stamping. Members have to stamp on any ONE picture they like.</li> </ol> </li> </ul>	90 minutes	<p>Three tables set for voting with a three — sided cardboard carton, a stamp and a stamp - pad each.</p> <p>Two tables for registration.</p> <p>One paper and pen for the members to register.</p> <p>One sketch pen to mark the fingers.</p> <p>One slotted box set up on a table in the centre of the room for putting the stamped ballot papers</p>

		<p>- <u>First column</u> with Pictures of inappropriate habits (eg smoking, dirty nails, unshaven etc.) and one picture of a clean habit, second column with the actions depicted in these pictures, third column blank for stamping. (This will be a follow-up of the session on ‘Health &amp; Hygiene’ taken earlier). Members have to stamp on the picture depicting the clean habit.</p> <p>- Three different ballot papers will be used as follows in the three practice sessions:</p> <p>3. <u>First column</u> with Pictures of objects, second column with the names of these objects, third column blank for stamping. Members have to stamp on any ONE picture they like.</p> <p>4. <u>First column</u> with Pictures of objects, second column with the names of these objects, third column blank for stamping. Members have to stamp on any ONE picture they like.</p> <p>5. <u>First column</u> with Pictures of objects, second column with the names of these objects, third column blank for stamping. Members have to stamp on any ONE picture they like.</p> <p>6. <u>First column</u> with Pictures of inappropriate habits (eg smoking, dirty nails, unshaven etc.) and one picture of a clean habit, second column with the actions depicted in these pictures, third column blank for stamping. (This will be a follow-up of the session on ‘Health &amp; Hygiene’ taken earlier). Members have to stamp on the picture depicting the clean habit.</p> <p>7. <u>First column</u> with Pictures of objects, second column with a brief description of the qualities of these objects, third column blank for stamping. Members have to stamp the picture whose quality they like the best.</p> <p>8. Members will be instructed that during the next session on the 21<sup>st</sup> October, ballot papers will contain photographs of all the nominees and a similar procedure will have to be followed for voting for the Office Bearers (President, Secretary</p>		
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		and Treasurer) of the SAFI Navi Mumbai & Raigad Chapter.		
8	<ul style="list-style-type: none"> <li>- To unwind and relax after a day full of learnings</li> <li>- To reflect on the days' learnings</li> </ul>	<p><b><u>Meditation + Prayer</u></b></p> <ul style="list-style-type: none"> <li>- All candidates will sit in comfortable positions.</li> <li>- Soft music with chanting of “OM” will be played in the background.</li> <li>- Members will be instructed to close their eyes and reflect on the days learnings.</li> <li>- Bell is rung.</li> <li>- Trainer says a prayer (more a dialogue with the Almighty)</li> <li>- Trainer will ask the members if anyone would also like to say a prayer.</li> <li>- An member can say a prayer in any form they wish.</li> </ul>	2+3 minutes	<p>CD Player</p> <p>CD with “OM” chanting</p>
9		Tea Break	10 minutes	
10		Dispersal		
11		Practice for Cultural program (to be presented on the 21 October, 2011).	60 minutes	