

Career Leadership Camp

CAMP BOOKLET



Velammal Mat.Hr.Sec School
Panchetti

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INTRODUCTION

Every individual takes a decision at some point of time in his/her life to bring some difference either to this world or to his/her nation or to his/her fellow human beings or at least to himself/herself.

I.N.D.I.A. TRUST's training is aimed at this realization: a change, at microcosm level, microcosm levels of thousands of young Indians ultimately effecting a change at the macrocosm level.

This Outbound Training Camp is an initiative to provide students a wonderful opportunity of interaction, exchange and development in a totally different environment and paving way for a lot of learning with an equal measure of adventure and development.

This manual of self guidance and training has been designed with a profound hope that each and every student, who has taken a decision to be with us in this arduous outbound training: **Career Leadership Camp** should find an insightful change within themselves and identify their true inner potential.

The manual is designed in such a way that, every student gets guided in each aspect with a turn of a page of the book.

We wish you all success in this journey of understanding yourself, your skills, your resources, your interests and aptitude through which you will realize your dreams.

It is YOU who has to decide how great your work is going to be.

Create a change or revolutionize.

We wish you God Speed!

YOGA AND PHYSICAL FITNESS

Yoga is more than just a physical discipline. It is a way of life. And the yamas (restraints) and niyamas (observances) are ten good common-sense guidelines for leading a healthier, happier life for bringing spiritual awareness into a social context. They are for you to think about and ponder over with a rational mind, because yoga is not about mindlessly accepting externally imposed rules—it is about finding the truth for yourself—and `connecting` with it.

Yamas:

There are many interpretations of and opinions about the yamas and niyamas. The yamas as described in Patanjali's Yoga Sutra are only five, which are also known as the great universal vows or the *sarvabhauma maha vratas*, because they are not limited by class, creed, time or circumstances. They are the guidelines for how we interact with the outer world, the social disciplines to guide us in our relationships with others. These five are:

- Ahimsa (non-violence),
- Satya (truthfulness),
- Asteya (non-stealing),
- Brahmacharya (celibacy) and
- Aparigraha (non-covetousness)

Niyamas:

The niyamas are the second constituents of Ashtanga Yoga. How we interact with ourselves, our internal world. The niyamas are about self-regulation—helping us maintain a positive environment in which to grow. Their practice harnesses the energy generated from the cultivation of the earlier yamas. According to sage Yajnavalkya, there are ten niyamas and the Bhagavad Gita lists 11 constituents. But Patanjali names only five:

- Shaucha or purity,
- Santosha or contentment,
- Tapa or austerity,
- Swadhyaya or self-education and
- Ishwar-Pranidhan or meditation on the Divine

The Benefits of Practicing Yamas and Niyamas:

The yamas and niyamas help in managing our energy in an integrative manner, complementing our outer life to our inner development. They help us view ourselves with compassion and awareness. They help in respecting the values of this life, in balancing our inner growth with outer restraint. In short they help us to lead a conscious life.

Yamas and niyamas are not about right and wrong. They are about being honest with the true Self. Living according to these principles are about living our lives in a better way, about moving towards an understanding, about making it possible to `connect` with the Divine.

Yogasanas

A yogasana is a posture in harmony with one's inner consciousness. It aims at the attainment of a sustained and comfortable sitting posture to facilitate meditation. Asanas also help in balancing and harmonizing the basic structure of the human body, which is why they have a range of therapeutic uses too.

Functions of Yogasanas

Asanas basically perform five functions:

- Conative,
- Cognitive,
- Mental,
- Intellectual and
- Spiritual.

Conative action is the voluntary exercise of the organs of action. The asanas being the main yogic instrument of balancing the body, they consist of various physical postures, which are designed to release tension, improve flexibility and maximize the flow of vital energy.

The purpose of the asanas is to create a flow of positive energy so that our concentration is directed within ourselves and the mind is able to perceive (parokshya jnana) the effects of our purposive action. That is **cognitive action**.

When the earlier two actions are fused, our mind's discriminative faculty guides these organs to perform the asanas more correctly. The resultant rhythmic energy flow and awareness leads to a **mental state of pure joy** (ananda). Physical postures, therefore, end up affecting the various interrelated channels (nadis) of the mind-body complex. And ultimately the performance of a perfect yogasana leads to the absolute intellectual absorption of the mind on a single task (dharana), which in turn leads to the fusion of the individual spirit with the Divine Self (dhyana).

Benefits of Yogasanas

The regular practice of yogasanas has an immense amount of therapeutic value. Besides various physiological benefits, they positively affect our minds, our life force energies as well as our creative intelligence.

Regular practice helps to keep our body fit, controls cholesterol level, reduces weight, normalizes blood pressure and improves heart performance. Physical fitness thus achieved leads to reduction of physical stress and greater vitality. Asanas harmonize our pranic ability and mental energy flow by clearing any blockages in the subtle body leading to mental equilibrium and calmness.

PHYSICAL TRAINING AND AEROBICS

Physical exercise is important for maintaining physical fitness and can contribute positively to maintaining a healthy weight, building and maintaining healthy bone density, muscle strength, and joint mobility, promoting physiological well-being and strengthening the immune system.

Understanding Aerobic Exercise

Aerobic exercise includes physical activity that increases your heart rate and keeps it higher for a certain period of time. It boosts the amount of oxygen delivered to your heart and muscles so they use oxygen more efficiently, and stay healthier.

Aerobic exercise keeps you super-fit -- and healthy. It helps you maintain a normal weight, eases stress, so you smile more and complain less. Studies show that increased stress hormones may be the cause of belly fat. And what's the best stress reliever? Exercise!

Regular aerobic exercise also releases endorphins (happy hormones), brain chemicals that boost your mood naturally. Aerobic exercise also reduces the risk of some types of cancer.

Are Weight-Bearing Exercises Aerobic?

Many aerobic exercises are also "weight-bearing" - the kind where you stand on your feet and exercise. Weight-bearing aerobic exercises include walking, aerobics, dancing, tennis, climbing stairs, and running.

Weight-bearing exercise stimulates the cells that make new bone and boost bone strength. This is especially important for teenagers, because your bone mass peaks between the ages of 25 and 30. Adolescence is the time to build the strongest bones possible.

Getting Started with Aerobic Exercise

To start an aerobic exercise program, just put on your running shoes and start walking. It's fun -- and free. You can walk in your neighborhood, at a local mall, at school on the track.

If walking is not your thing, grab your bike and start riding. Or swim laps. Or do all of these! There are enough choices to let you do a different one each day for a month -- or longer.

Select the Activities You Enjoy

Here's a list of activities that provide good aerobic exercise:

- Aerobics
- Badminton
- Basketball
- Biking
- Dancing (jazz, hip-hop, modern, swing)
- Hiking
- Running or jogging
- Stationary cycling
- Swimming
- Walking



AGILITY AND PHYSICAL COORDINATION TEST:

1. I feel confident when doing coordinated movements.
a. Agree b. disagree
2. Other people think I'm good at sports
a. Agree b. disagree
3. I am a physically strong person
a. Agree b. disagree
4. I am quite good at bending, twisting and turning my body
a. Agree b. disagree
5. Overall, most things I do turn out well
a. Agree b. disagree
6. Controlling movements of my body comes easily to me
a. Agree b. disagree
7. Physically, I am happy with myself
a. Agree b. disagree
8. I can perform movements smoothly in most physical activities.
a. Agree b. disagree
9. I feel good about who I am
a. Agree b. disagree
10. I am good at endurance activities e.g. distance run, aerobics, swim,
a. Agree b. disagree

Answers:

If the total number of your "Agree's" outnumber "Disagree's" then you must have a good body and mind coordination and vice versa.

STUDY PLAN AND LEARNING GOALS

How about we do a small test before learning the nuances of acing your examinations?

Try answering the following questions as realistic as possible!

1. Do you set realistic short-term goals to plan and accomplish long-term goals?
A. Yes B. No
2. Do you spend enough time to acquire sufficient information to plan schedules, manage time, manage expected outcomes, and achieve goals?
A. Yes B. No
3. Do you apply effective study skills to achieve academic success?
A. Yes B. No
4. Do you make time to self-assess and monitor progress honestly and comprehensively?
A. Yes B. No
5. Are you ambitious and self-competitive?
A. Yes B. No
6. Do you manage time effectively?
A. Yes B. No
7. Do you monitor and self-evaluate your progress and accomplishments?
A. Yes B. No
8. Do you attend learning communities that provide social, emotional, and intellectual support for each other's learning and skill at collaborative learning strategies?
A. Yes B. No
9. Are you flexible and ready to manage change to bring better prosper in life?
A. Yes B. No
10. How effective can you Communicate (written, oral, visual, listening, reading, non verbally) eloquently in diverse settings?

Answers:

If you have more YES's than NO's give yourself a pat on the back. It shows that you are more goal oriented and will work hard towards the achievement of the same.

If you have more NO's, buckle up, get on to framing a rigid goal and work towards achieving the same.

PREPARING TO STUDY

Set your objectives

The first stage of successful studying is to decide exactly what you want to achieve - not just to become a certified management professional or to pass a particular paper but the type of pass you wish to obtain. This decision will decide the level of commitment and time you need to devote to your studies. Try to keep your goal in mind at all time especially if you have a setback or two.

Study area

Most people prefer somewhere quiet to work others prefer some background noise such as music you need to consider the following points when deciding on your study area:

1. Are you better on your own (e.g. at home) or with other people (e.g. in a library)
2. Would some background noise be better than absolute silence?
3. Is there somewhere you can take a break for a walk or a coffee?

Do you need a lot of space?

When you start to work make sure you have all your books and materials before you start so you will not need to break off to find a pen or a textbook.

Study plan

The first stage in making a study plan is to list all the times in a week when you would be able to study. Try, if possible, to arrange them at times when you work best. Then determine exactly which times of the week you will study in –don't forget to leave time for your family/friends and other commitments/ hobbies.

You should then split them into sessions of at least one hour for study of new material. Any shorter periods you may have of about half an hour could be used for revision or to Practice questions.

Spot the times available for you to study onto a study plan for the weeks from now until the exam and set yourself targets for each period of study – in your sessions you will need to cover the course, assignments and revision.

If you are studying for more than one paper at a time, try to vary your subjects, especially if you have long study periods ,to help keep your interest. This also helps you to see the Exam subjects as part of the wider knowledge you need as a management trainee, and makes clearer the overlaps between the different subject papers.

When working through your course, compare your progress with your plan and, if necessary, replan your work (perhaps including extra sessions) or, if you are ahead, do some extra revision / practice questions.

CREATING LEARNING MAPS

Start with the Topic in the Center

Begin by putting the central theme in the middle of the page. This forces you to define the core idea of your subject-the start point of effective learning. Keep this core central theme reasonably small so you have room to clearly display the subthemes around the center. They can be connected to the central theme by lines, the spokes of a wheel.

Use Key Words

The point of learning maps is to capture only the essential facts that, when reviewed, will trigger recall for the whole lesson. You will find that this mainly means using key verbs and nouns. Everything else is “fill-in” information that your mind will supply when it has been “jogged” by the learning maps.

Work Outward

Work from your central theme outward in all directions. Limit your main branches to between five and seven.

Use Symbols, Colors, Words, Pictures and Other Images

The combination of many styles makes the learning map more memorable. For added variety, vary the size of the words throughout the map. Write key words or phrases in bold capital letters. Keep the words to a minimum. Use easily identifiable symbols crosses, check marks, exclamation points, question marks, stickmen, hearts, triangles, and so on.

Make it like a Billboard

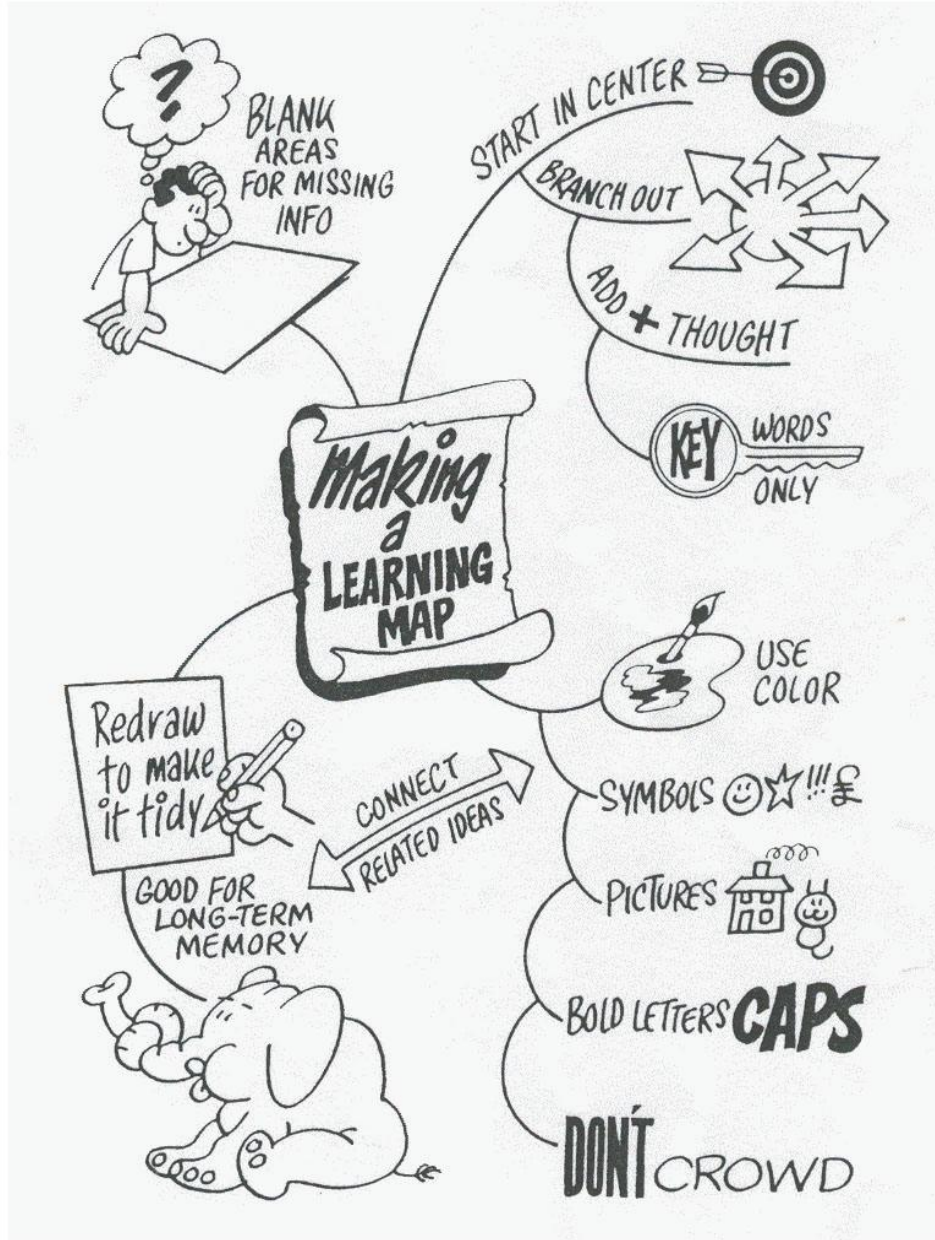
Use plenty of white space between the information so that all of the words and images stand out. Make it bold, starting, and “memorable”. Make it as outrageous as you like. Make important words jump off the page.

Make It Colorful

Highlight various key points or themes using colors that link them together. Make it as vivid as you like.

Practice Makes Perfect

Don't expect to get it right the first time. In fact, it's better if you have to redraw your learning map. Doing it a couple of times will help you remember the details.



STUDY PLAN – TIME MANAGEMENT

Time management is managing yourself by following some basic time management principles. Many people fail to understand the importance of planning and utilizing time efficiently; the reason for this seems to arise from the many other pressures put upon you. Lessons, practical work, coursework, homework, other responsibilities, friends, family, etc. eat away at valuable time.

As a student, there are some basic principles of Time Management that you can apply. Here are some tips to manage your time effectively so as to make more of even less time.

1. Make a “To Do” List Every Day

Put things that are most important at the top and do them first. If it’s easier, use a planner to track all of your tasks. And don’t forget to reward yourself for your accomplishments.

2. Use Spare Minutes Wisely

Get some reading done when you commute, and you’ll kill two birds with one stone.

3. Find the Right Time

You’ll work more efficiently if you figure out when you do your best work. For example, if your brain handles math better in the afternoon, don’t wait to do it until late at night.

4. Review Your Notes Every Day

You’ll reinforce what you’ve learned, so you need less time to study. You’ll also be ready if your teacher calls on you or gives a pop quiz.

5. Get a Good Night’s Sleep

Running on empty makes the day seem longer and your tasks seem more difficult.

6. Communicate Your Schedule to Others

If phone calls are proving to be a distraction, tell your friends that you take social calls from 7:00 to 8:00 p.m. It may sound silly, but it helps.

7. Become a Taskmaster

Figure out how much free time you have each week. Give yourself a time budget and plan your activities accordingly.

8. Don’t Waste Time Agonizing

Have you ever wasted an entire evening by worrying about something that you’re supposed to be doing? Was it worth it? Instead of agonizing and procrastinating, just do it.

9. Keep Things in Perspective

Setting goals that are unrealistic sets you up for failure. While it’s good to set high goals for yourself, be sure not to overdo it. Set goals that are difficult yet reachable.

10. Deadlines

Imposing deadlines and exercising self discipline help in overcoming indecision and procrastination

FINDING CAREER DIRECTION

Discover Yourself and Your Purpose

How long has it been since you asked yourself what you want to be when you grow up?

Each of us has particular talents that, when expressed or exercised, make the world a better place.

When you develop these talents as far as you can, you can make your greatest possible contribution to the world, and enjoy personal and professional satisfaction that goes along with this.

Your Career Direction Journey

The process of uncovering what you are meant to do, that is finding career direction, is a journey. It starts with discovering the essential "you": the person who truly resides behind the facades, defenses, and stresses of everyday life.

Once unmasked, your journey continues with specific career exploration and identification of a career that allows you to make good use of your talents. And it moves on with a focused job or career move, in which you identify the jobs you want and put yourself in the best possible position to get them. In fact, this journey never really ends because work itself is all about change, growth, development, and reinvention.

By taking a talent-based approach to your career search right from the start, you keep yourself heading toward the right career even when the actual direction shifts over time. This approach consists of sequentially answering three questions:

1. Who Am I?
2. What Do I Want to Do?
3. How Do I Get Hired?

1. Discovering Who You Really Are...

Consider your answers to the following questions:

1. When have you been most committed, passionate and enthusiastic?
2. When have you been most creative?
3. When have you been most sure of yourself and your decisions?
4. What do you consider to be your greatest accomplishment?
5. When have other people considered you to be most successful?
6. When have you enjoyed your work most?
7. What talents were you relying on, and using, in these situations?
8. For what would you take a very strong stand?
9. What about the world puzzles or disturbs you that you could make an impact on?
10. If money were no concern, what would you be doing?

Brainstorm each of these questions, and then use your answers to identify the top three talents that you most use when you're successful. Rank these in order.

Write a "Who I Am" Statement

Now draw this together into a simple written statement of who you are. This is an important step toward self-discovery and defining your purpose. Use it to answer the following questions:

- What your talents and strengths are.
- The talents you achieve most with.
- The activities you get most satisfaction from.

2. Finding Out What You Want to Do...

Now that you know who you are, the next stage is to think about what you want to do.

For your life to be balanced and fulfilled, your career must be aligned with who you are: Otherwise you'll be unhappy with work, and you'll probably underachieve. After all, ill-fitting jobs demand different talents from the ones that you have. If you try to pursue a career path that is at odds with your values, your beliefs, and your way of seeing the world, then you'll struggle constantly and be under a great deal of stress and pressure.

The starting point is to do some brainstorming on the jobs that you think would suit who you are. You then need to spend some time researching the top careers you've identified.

Exploring the Options You Know About

Starting with your "Who I Am" statement, start thinking about all of the jobs *you can see* that would suit *you someone with the talents and interests in that statement* (by depersonalizing it in this way, you help to avoid "being too close to the issue.")



WHAT CAREER WILL SUIT YOU?

Ever wondered where you will find yourself at the end of your education process...
 Ever wondered what kind of career will actually suit your personality and habits...

Try the simple test below to understand yourself a bit more and we hope this will guide you in making a more learned choice in choosing your career.

Please be honest with yourself in answering these questions and make sure your answers are based on who you really are and NOT who you want to be!

Given below is a list of activities that people are interested in. This is your opportunity to discover your interest profile. Read each item. Rate how much you would like to be involved in that activity in your work life. Enter your rating in the column beside the item using the following rating scale.

Find your total for each section and then the average for that section. The average is calculated by dividing the total score by 10.

1 = a bit interested; 2 = somewhat interested; 3 = interested; 4 = quite interested; 5 = highly interested

Factor L

Writing essays and articles	
Working with documents and papers	
Learning different languages	
Writing poetry and short stories	
Teaching and training others	
Addressing groups of people	
Transforming thoughts and ideas into words	
Expressing myself using language	
Collection and organizing information	
Understanding the customs of different societies	

Total Score

Average Score

Factor AL

Using mathematical skills	
Managing an office	
Calculations, analysis and planning	
Dealing with the accounting of money	
Stocking and supplying materials	
Studying other forms of life	
Activities related to business	
Planning and handling money	
Planning events and activities	

Total Score

Average Score

Factor S

Inventing new products from my ideas	
Using skills related to drawing and sketching	
Using drawings to communicate ideas	
Making things from plastic, wood and other material	
Designing things from ideas	
Using visuals to express my ideas	
Helping improve the appearance of something or somebody	
Making models of things	
Using skills related to painting	
Working with colours and designs	

Total Score

Average Score

Factor P

Healing those who are sick	
Helping people to solve their problems	
Understanding people's feelings, thoughts and behaviour	
Guiding people to help them make decisions	
Working in a rural setting	
Working with children	
Entertaining people	
Socializing and meeting lots of people	
Working with the differently abled	

Total Score

Average Score

Factor PM

Spending a lot of time outdoors	
Participating in physical activities	
Working with machines, equipments and tools	
Being involved in dance, drama and film	
Gardening and growing things	
Working in a factory environment	
Activities related to technology	
Physically exerting myself	
Maintaining and servicing machines	
Repairing things	

Total Score

Average Score

INTEREST CATEGORIES AND CAREERS

The Linguistic Activities

This reflects the desire to develop fluency of language. It is an interest in manipulating words and expressions. A person with a high linguistic interest wants to develop a sensitivity to the meanings of words, and to the skill of using words effectively to communicate.

The Analytical-Logical Activities

These activities are linked to a person’s desire to apply skills related to logical thinking, analysis, understanding cause-effect relationships and solving problems of different sorts.

The Spatial Activities

These activities reflect the person’s orientation to visualizing and transforming observations into concrete realities. It is the interest in manipulation space at the two dimensional level or at the three dimensional levels.

The Personal Activities

These activities reflect the person’s interest in understanding others. These are activities linked to working with people, helping them with their difficulties and promoting others well being.

The Physical-Mechanical Activities

These activities reflect the person’s interest in developing mastery over the motions and expressions of the body. It is linked to the fluency of movement. This interest area is also linked to the person’s mechanical ability.

Enter your average for each category into the boxes below:

<u>Interest category</u>	<u>Average Score</u>
Linguistic interest (L)
Analytical-Logical interests (AL)
Spatial interests (S)
Personal interests (P)
Physical-Mechanical interests (PM)

The Linguistic Potential

1. Archaeologist
2. Archivist
3. Company Secretary
4. Copywriter
5. Documentation Scientist

6. Film Director
7. Interpreter – Translator
8. Journalist
9. Lawyer
10. Musicologist
11. Pre-School Teacher
12. Public Relations Officer
13. Publisher
14. Radio and Television Broadcaster
15. Sales Representative
16. Secretary
17. Social Scientist
18. Specialist in Language Studies
19. Specialist in Mass communication
20. Specialist in Travel and Tourism
21. Teacher

The Analytical Potential

1. Accountant
2. Actuarial Scientist
3. Astronomer
4. Banker
5. Bio-Medical Technologist
6. Bio – Chemist
7. Biotechnologist
8. Business Manager
9. Chartered Accountant
10. Chemist
11. Commercial Broker
12. Cost Accountant
13. Detective
14. Economist
15. Environmental Scientist

The Spatial Potential

1. Architect
2. Cartographer
3. Ceramic Designer
4. Commercial and Graphic Artist
5. Cosmetologist
6. Draught person
7. Exhibition Designer
8. Fashion Designer
9. Fine Artist
10. Furniture Designer
11. Garment Manufacturer
12. Interior Designer
13. Jewellery Technologist
14. Landscape Architect

15. Naval Architect
16. Packaging Technologist
17. Photographer
18. Printing Technologist
19. Product Designer
20. Set Designer
21. Specialist in Restoration
22. Textile Designer

The Physical-Mechanical Potential

1. Agriculturist
2. Aircraft Maintenance Technician
3. Animal Husbandry
4. Armed Forces
5. Auto Mechanic
6. Carpenter
7. Choreographer
8. Pilot (Civil Aviation)
9. Coach
10. Computer Hardware specialist
11. Construction Industry
12. Electrician
13. Engineer
14. Forest Scientist
15. Geologist
16. Marine Scientist
17. Medical Technologist
18. Merchant Navy
19. Metallurgist
20. Oceanographer
21. Paramilitary Services
22. Physical Education Instructor
23. Plantation Manager
24. Plumber
25. Protection Services
26. Sports Professional
27. Surveyor
28. Tool and Die Maker
29. Turner-Filter
30. Veterinary Scientist
31. Welder

The Personal Potential

1. Air hostess/Steward
2. Account Executive
3. Audiology and Speech Therapist
4. Civil Servant
5. Counsellor
6. Criminologist
7. Dentist

8. Event Manager
9. Hospital Manager
10. Hotel Manager
11. Insurance Agent
12. Labour Relations Officer
13. Marketing and Sales Manager
14. Medical Doctor (Allopathy)
15. Medical Doctor (Traditional Medicine)
16. Model
17. Non-Governmental Worker
18. Nurse
19. Nutritionist/Dietician
20. Performing Artist
21. Personnel Manager
22. Physiotherapist
23. Politician
24. Psychologist
25. Public Administrator
26. Retailer
27. Social Worker
28. Special Educator
29. Tourism Manager

CAREER INTROSPECTION

Ask Yourself:

- **What major achievements have you had in the past one year?**
- **What promises did you make to yourself that you failed to act on?**
- **What real improvements have you made in your education and personality standards?**
- **What do you expect to be doing in the next five years?**
- **How many friends or colleagues have overtaken you on the road to success?**
- **Have you written goals for what you really want out of life?**
- **Are you presently realizing your fullest potential?**
- **If no, when are you going to do something about it, what will be your steps?**
- **What career plan your family members are actually nurturing for you?**

Career and Career Development

- Definition of works/job/career
- Role of career in life
- Need of Career Guidance
- Career Development Stages

Career Planning

- Need for career planning
- How career choices are made

Steps in CAREER PLANNING

- Understanding one self
- Other information required to plan a career
- Aligning personal strengths with the right job.
- Setting goals Make Action plan

Career Options After X and XII

- Options available after X
- Options available after XII
- Options for Vocational Skill training

Career Choices of Adolescents and Parental Concerns

- Understand the concerns of parents in career choices
- Communicating effectively with adolescents

Skills required for Career Guidance

- Identifying skills required for providing career guidance
- Teachers as effective career counselors
- Skills required for effective career guidance

After Plan and Evaluation

- Action Plan
- Reporting
- Evaluation

Intervention Tools

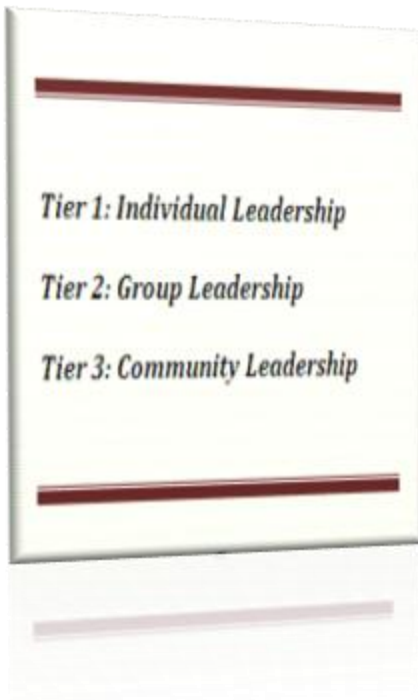
- SWOT Analysis
- Assessment Sheet
- Stages and Development
- Career Awareness
- Career Planning
- Career Development
- Parents need to be role models
- Motivation for Students
- Guidance and Counselling
- Activities



EDUCATION FOR NATION BUILDING – Social Responsible Projects

- Orientation & Expectations
- Developing Goals & Priorities
- The Importance of Education
- Showing Respect for Authority
- Building a Positive Reputation
- Developing Personal Values
- Handling Peer Pressure
- The Importance of Role Models
- Managing Anger & Aggression
- Positive Communication Skills
- Expressing Gratitude to Parents
- Cultural Competence
- Citizenship in the Community
- Becoming a Strong Leader
- Being a Strong Role Model

Understand and note your development progress through 8 core values & 3 tiers:



- C
- C
- C
- C
- C
- C
- C
- C

Consciousness of Self (individual)

Congruence (individual)

Commitment (individual)

Collaboration (group)

Common Purpose (group)

Civility (group)

Citizenship (community/society)

MEMORY TECHNIQUES

If our brains were computers, we'd simply add a chip to upgrade our memory. However, the human brain is more complex than even the most advanced machine, so improving human memory requires slightly more effort.

Just like muscular strength, your ability to remember increases when you exercise your memory and nurture it with a good diet and other healthy habits. There are a number of steps you can take to improve your memory and retrieval capacity.

Stages of memory foundation and maintenance

There are three stages that the brain goes through in forming and retaining memories.

STAGES OF MEMORY FOUNDATION AND MAINTENANCE

Acquisition →	Consolidation →	Retrieval
New information enters your brain along pathways between neurons in the appropriate area of the brain. The key to encoding information into your memory is concentration; unless you focus on information intently, it goes “in one ear and out the other.” This is why teachers are always nagging students to pay attention!	If you’ve concentrated well enough to encode new information in your brain, the brain sends a signal to store the information as long-term memory. This happens more easily if it’s related to something you already know, or if it stimulates an emotional response.	When you need to recall information, your brain has to activate the same pattern of nerve cells it used to store it. The more frequently you need the information, the easier it is to retrieve it along healthy nerve cell connections.

Tips for memory improvements

Do you feel that you have a poor memory? You may just have some less-than-effective habits when it comes to taking in and processing information. Barring disease, disorder, or injury, you can improve your ability to learn and retain information.

Brain exercises

Memory, like muscular strength, is a “use it or lose it” proposition. The more you work out your brain, the better you’ll be able to process and remember information. Novelty and sensory stimulation are the foundation of brain exercise. If you break your routine in a challenging way, you’re using brain pathways you weren’t using before. This can involve something as simple as brushing your teeth with your non dominant hand, which activates little-used connections on the non dominant side of your brain. Take a course in a subject you don’t know much about, learn a new game of strategy, or cook up some recipes in an unfamiliar cuisine. That’s the most effective way to keep your synapses firing.

General guidelines to improve memory

In addition to exercising your brain, there are some basic things you can do to improve your ability to retain and retrieve memories:

1. **Pay attention.** You can't remember something if you never learned it, and you can't learn something — that is, encode it into your brain — if you don't pay enough attention to it. It takes about eight seconds of intent focus to process a piece of information through your hippocampus and into the appropriate memory center. So, no multitasking when you need to concentrate! If you distract easily, try to receive information in a quiet place where you won't be interrupted.
2. **Tailor information acquisition to your learning style.** Most people are visual learners; they learn best by reading or otherwise seeing what it is they have to know. But some are auditory learners who learn better by listening. They might benefit by recording information they need and listening to it until they remember it.
3. **Involve as many senses as possible.** Even if you're a visual learner, read out loud what you want to remember. If you can recite it rhythmically, even better. Try to relate information to colors, textures, smells and tastes. The physical act of rewriting information can help imprint it onto your brain.
4. **Relate information to what you already know.** Connect new data to information you already remember, whether it's new material that builds on previous knowledge, or something as simple as an address of someone who lives on a street where you already know someone.
5. **Organize information.** Write things down in address books and datebooks and on calendars; take notes on more complex material and reorganize the notes into categories later. Use both words and pictures in learning information.
6. **Understand and be able to interpret complex material.** For more complex material, focus on understanding basic ideas rather than memorizing isolated details. Be able to explain it to someone else in your own words.
7. **Rehearse information frequently and "over-learn".** Review what you've learned the same day you learn it, and at intervals thereafter. What researchers call "spaced rehearsal" is more effective than "cramming." If you're able to "over-learn" information so that recalling it becomes second nature, so much the better.
8. **Be motivated and keep a positive attitude.** Tell yourself that you *want* to learn what you need to remember, and that you *can* learn and remember it. Telling yourself you have a bad memory actually hampers the ability of your brain to remember, while positive mental feedback sets up an expectation of success.

Mnemonic devices to improve memory

Mnemonics (the initial "m" is silent) are clues of any kind that help us remember something, usually by causing us to associate the information we want to remember with a visual image, a sentence, or a word.

Common types of mnemonic devices include:

1. **Visual images** - a microphone to remember the name “Mike,” a rose for “Rosie.” Use positive, pleasant images, because the brain often blocks out unpleasant ones, and make them vivid, colorful, and three-dimensional — they’ll be easier to remember.
2. **Sentences** in which the first letter of each word is part of or represents the initial of what you want to remember. Millions of musicians, for example, first memorized the lines of the treble staff with the sentence “Every good boy does fine” (or “deserves favor”), representing the notes E, G, B, D, and F. Medical students often learn groups of nerves, bones, and other anatomical features using nonsense sentences.
3. **Acronyms**, which are initials that creates pronounceable words. The spaces between the lines on the treble staff, for example, are F, A, C, and E: FACE.
4. **Rhymes and alliteration**: remember learning “30 days hath September, April, June, and November”? A hefty guy named Robert can be remembered as “Big Bob” and a smiley co-worker as “Perky Pat” (though it might be best to keep such names to yourself).
5. **Jokes** or even off-color associations using facts, figures, and names you need to recall, because funny or peculiar things are easier to remember than mundane images.
6. **“Chunking” information**; that is, arranging a long list in smaller units or categories that are easier to remember. If you can reel off your Social Security number without looking at it, that’s probably because it’s arranged in groups of 3, 2, and 4 digits, not a string of 9.
7. **“Method of loci”**: This is an ancient and effective way of remembering a lot of material, such as a speech. You associate each part of what you have to remember with a landmark in a route you know well, such as your commute to work.

Healthy habits to improve memory

Treating your body well can enhance your ability to process and recall information.

Healthy Habits that Improve Memory	
Regular exercise	<ul style="list-style-type: none"> ▪ Increases oxygen to your brain. ▪ Reduces the risk for disorders that lead to memory loss, such as diabetes and cardiovascular disease. ▪ May enhance the effects of helpful brain chemicals and protect brain cells.
Managing stress	<ul style="list-style-type: none"> ▪ Cortisol, the stress hormone, can damage the hippocampus if the stress is unrelieved. ▪ Stress makes it difficult to concentrate.
Good sleep habits	<ul style="list-style-type: none"> ▪ Sleep is necessary for memory consolidation. ▪ Sleep disorders like insomnia and sleep apnea leave you tired and unable to concentrate during the day.
Not smoking	<ul style="list-style-type: none"> ▪ Smoking heightens the risk of vascular disorders that can cause stroke and constrict arteries that deliver oxygen to the brain.

Nutrition and Memory improvement

You probably know already that a diet based on fruits, vegetables, whole grains, and “healthy” fats will provide lots of health benefits, but such a diet can also improve memory. Research indicates that certain nutrients nurture and stimulate brain function.

- **B vitamins, especially B6, B12, and folic acid**

Best sources: spinach and other dark leafy greens, broccoli, asparagus, strawberries, melons, black beans and other legumes, citrus fruits, soybeans.

- **Antioxidants like vitamins C and E, and beta carotene**

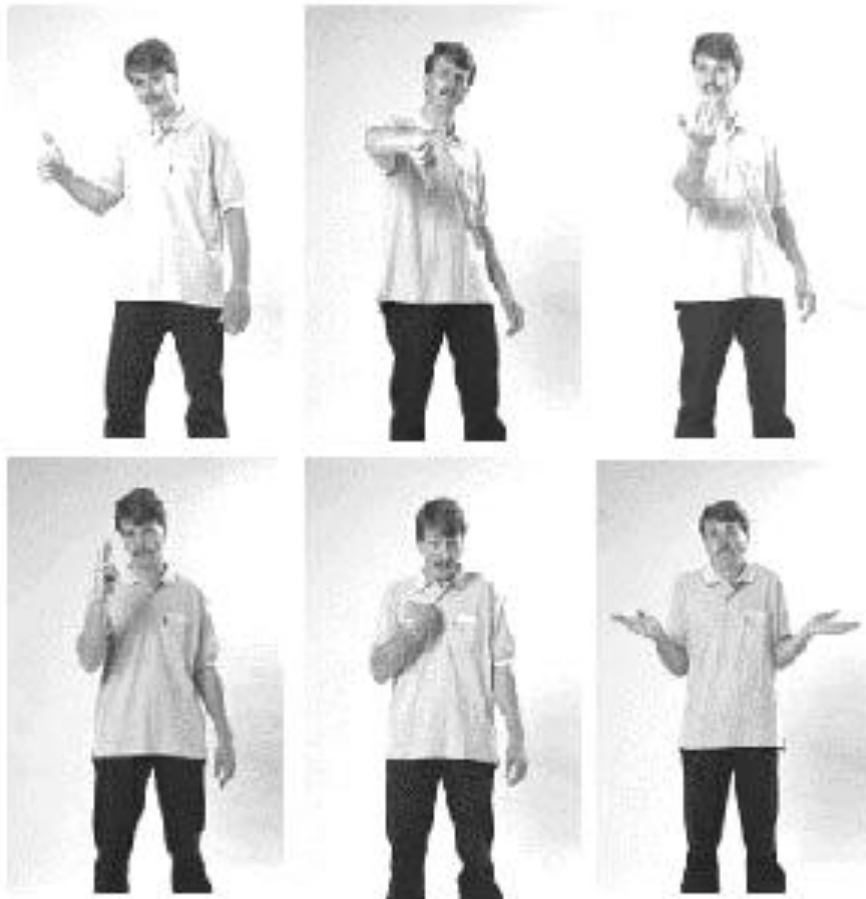
Best sources: blueberries and other berries, sweet potatoes, red tomatoes, spinach, broccoli, green tea, nuts and seeds, citrus fruits, liver.)

- **Omega-3 fatty acids**

Best sources: cold-water fish such as salmon, herring, tuna, halibut, and mackerel; walnuts and walnut oil; flaxseed and flaxseed oil

Nutrients work best when they are consumed in foods, so try your best to eat a broad spectrum of colorful plant foods and choose fats that will help clear, not clog, your arteries. Your brain will thank you!

NON VERBAL COMMUNICATION



Are you a good communicator?

Why don't we find that out by answering the following questions?

1. When conversing with others,

- A. I usually do most of the talking.
 - B. I usually let the other person do most of the talking.
 - C. I try to equalize my participation in the conversation.
-

2. When I first meet someone,

- A. I wait for the other person to make the introduction first.
 - B. I introduce myself with a smile and offer a handshake.
 - C. When I first meet someone, I hug the person.
-

3. I manage to express my ideas clearly.

Most of the time, Often Sometimes, Rarely, Almost, Never

4 When I talk to someone, I put myself in his or her shoes

Most of the time, Often Sometimes, Rarely, Almost, Never

5. When talking to people, I pay attention to their body language (ex. facial expression, hand movement, etc.).

Most of the time, Often Sometimes, Rarely, Almost, Never

6. I _____ use courtesy words and phrases - "Please," "Thank you," "You're welcome," "I'm sorry."

- A. Frequently
 - B. Occasionally
 - C. Never
-

7. I tend to

- A. to be serious and don't smile often while conversing.
 - B. Smile all the time while conversing.
 - C. Smile at appropriate times while conversing.
-

8. I _____ make eye contact while conversing.

- A. Always.
 - B. Sometimes.
 - C. Never
-

9. While conversing,

- A. I hold my head still at all times.
 - B. I nod my head at appropriate times.
 - C. I nod my head constantly.
-

10. To end a conversation,

- A. I often just leave.
 - B. I begin to look impatient hoping the person will get the hint.
 - C. I wrap up with a closing statement.
-

11. When I discuss a topic

- A. I tend to talk about and focus on positive (good) aspects.
 - B. I tend to talk about and focus on the negative (bad) aspects.
 - C., I tend to complain.
-

Now that you have answered all these questions, who is going to evaluate what kind of communicator you are?

You are... (for analysis of your answers please go to page number: 27)

Nonverbal communication (NVC) is usually understood as the process of communication through sending and receiving wordless messages. i.e., language is not the only source of communication, there are other means also. NVC can be communicated through gestures and touch, by body language or posture, by facial expression and eye contact.

Non verbal communication includes:

- touch
- glance
- eye contact (gaze)
- volume
- vocal nuance
- proximity
- gestures
- Facial expression? pause (silence)
- intonation
- dress
- posture
- smell
- word choice and syntax
- sounds (paralanguage)

Are You a Mime Reader? Non Verbal Communication

Good communication skills are beneficial in both your personal and professional life. While verbal communication is important, it makes up only 10 percent of communication. A substantial portion of what we communicate is non-verbal. What you say is clearly vital for communication however what you do while you are speaking is really doing most of the talking.

Every day, we respond to many subtle non-verbal cues, which include postures, body language, facial expression, eye gaze, gestures, use of space and tone of voice. The best communicators are aware of information that is expressed non-verbally and which affect the overall message received.

Try masking your feelings or your immediate reaction to a situation and pay close attention to your non-verbal behavior. What do you notice? You may have your words under control, but chances are your some of your non-verbals (perhaps even the most subtle facial expression) are reflect your true thoughts & feelings.

Understanding non-verbal communication improves with practice so, practice, practice and practice some more. Next time you are communicating with someone, see if you can notice their non-verbal cues and consider the added message your non-verbal's may be communicating. You can dramatically improve your communication skills by paying careful attention to your own non-verbal behavior as well as those of others. The first step is recognizing the influence of non-verbal's in communicating.

Some Suggestions For Noticing Non-Verbal Communication:

Listen With Your Eyes – Remember that verbal and non-verbal communication work together to convey an overall message. Non-verbal cues reinforce and support what is being said. Listening with your eyes may reveal more than the spoken words. Try watching the body and face, which often reveals a lot about thoughts and emotions.

Body Language – Consider body language as your 'style'. When you think of your clothing, accent, or gestures as your style, you can choose to alter your body language style to shift the effect it will have. For example, try giving or not giving eye contact to certain people, exaggerating your accent, making your gestures larger or smaller.

Eye Contact – Notice the importance of eye contact in non-verbal communication. When people fail to look others in the eye, it can seem as if they are trying to hide something. On the other hand, too much eye contact can seem intimidating.

Tone of Voice – Notice how your tone of voice affects how others respond to you. Try using tone of voice to emphasize ideas that you want to communicate.

Personal Space – Notice the impact of body spacing. Most people, unless intimate with each other, do not like others to stand, sit, or talk too close to them. Try positioning yourself at various physical distances when communicating.

The power of nonverbal communication

Experts say that nonverbal communication constitutes over 90 percent of communication. That is a lot of what we are picking up! Sometimes, it is hard to believe this is true.

Nonverbal communication and mime

Since nonverbal communication is the sole form of communication in silent mime, it is important for a mime to study body language. Body language can create positive and negative messages. It is also possible to create double messages which convey both positive and negative messages.

Think of a time when you have looked at someone and thought, "I like them." Just by looking at the person, you could sense that you would enjoy their presence. Often, these positive messages are communicated through nonverbal communication. As a mime, the tension or relaxation of your body can create positive messages. The posture of your body creates messages.



Look at the picture to the left. This is Tanya Chartier's clown character *Huki the Clown*. What emotions do you believe Huki is feeling at this moment? Can you think of situations Huki might be experiencing at this moment? Chances are that the images and emotions that filled your mind are positive. Notice the smile on Tanya's face -- the twinkle and sparkle of her eyes. Tanya's head is slightly inclined forward almost in expectation. This is further reinforced by her trunk's slight inclination forward. Do you have any insights on the positioning of her arms? As you see, each part of Tanya's body creates a message. The positions of her body in this photo create largely positive images.

Now, look at the picture to the right. What emotions do you believe Huki is feeling now? Can you think of situations Huki might be experiencing at this moment? Your thoughts were probably more sullen and melancholy than with the last picture. Again, look at how each part of Tanya's body in the picture contributes to the message being stated in the photograph.



Finally, look at the picture to the left. What emotions do you believe Huki is feeling in this picture? Can you think of situations surrounding Huki at this moment? This picture is more complex. The messages are more complex. These conflicting messages can actually create a dramatic quality to the character. It is also important to remember that different people can create very different messages from this picture. Nonverbals are not always

interpreted the same way. Interpretations of nonverbal communication are not always correct. Over 90 percent of communication may be through nonverbal communication, yet, as we know, we do not always communicate clearly or interpret each other's communication clearly.

Nonverbal communication is a wonderful tool for mime and for daily life. Take time to study your own body language. Take time to observe other people's nonverbal communication. Remember that nonverbal communication is not always clear. If you study the breadth of body language that we use and also how it can be confusing and clear, you will improve your ability to communicate both in mime and in life.

Answers for the 'Communicator' test:**1. Best answer: C.**

Conversations should be a balanced two-way flow of dialogue.

2. Best answer: B.

It's good to initiate the introduction and introduce yourself with a handshake and smile. It also helps build rapport.

6. Best answer: A.

Regular use of these courtesy words and phrases is important to show politeness and build rapport.

7. Best answer: C.

Smiling when greeting people and at appropriate times greatly helps build rapport.

8. Best answer: A.

Making eye contact is important for building rapport

9. Best answer: B.

occasionally nodding your head to indicate you agree or understand helps build rapport. Again, it shows you are interested and engaged in the conversation.

10. Best answer: C.

It's best to bring the conversation to an end by making a polite closing comment or gesture

11. Best answer: A.

Focusing on the positive (good) aspects draws people's attention in a favorable way, and people enjoy the conversation more.

EDUCATION AND HAPPINESS

Education pushes one's intellectual maturity to a point where they realize and enjoy the complexity and diversity in the world. They understand happiness to be something different than those without the benefits of more education. They are happy because they are interesting and interested in the world around them, even if they can't control it or understand it.



தேடிச் சோறுநிதந் தின்று - பல
 சின்னஞ் சிறுகதைகள் பேசி - மனம்
 வாடித் துன்பமிக உழன்று - பிறர்
 வாடப் பலசெயல்கள் செய்து - நரை
 கூடிக் கிழப்பருவ மெய்தி - கொடுங்
 கூற்றுக் கிரையெனப்பின் மாயும் - பல
 வேடிக்கை மனிதரைப் போலே - நான்
 வீழ்வே னென்று நினைத் தாயோ?
 நின்னைச் சிலவரங்கள் கேட்பேன் - அவை
 நேரே இன்றெனக்குத் தருவாய் - என்றன்
 முன்னைத் தீயவினைப் பயன்கள் - இன்னும்
 மூளா தமிழ்நதிடுதல் வேண்டும் - இனி
 என்னைப் புதியவுயி ராக்கி - எனக்
 கேதுங் கவலையறச் செய்து - மதி
 தன்னை மிகத்தெளிவு செய்து - என்றும்
 சந்தோஷங் கொண்டிருக்கச் செய்வாய்...

(Concluded)