

### SESSION AT A GLANCE

#### Introductory discussion

*Planning ahead*

#### Case studies/ Discussion

*Different journeys*

#### Discussion

*What makes a  
winner ?*

#### Home activity

Worksheet 18

*My idea of success*

#### Group work

*We have seen the  
future !*

## Preparing for the session

This is the second session on planning for the future. Through three very different stories (based on the lives of three real-life people) the first activity shows how life's uncertainties make each person's journey - and destination - different. It is intended to help children realise that there is no single route to success, to the attainment of one's goals. By the same token, there is no single definition of success - and this topic is taken up for discussion in the next activity.

This is the last session on skill development. In the next session which concludes the theme of this kit, children are expected to make group presentations about their visions of the future. So, divide the class into groups at the end of this session and give each group their cue card. You will have to make photocopies of the cue card provided at the end of the session, in advance. You may also have to meet the groups a few times before the next session in order to ensure that they are working on their presentations and provide any guidance that they might require.

### Main ideas

- Although it is important to make plans for what we want to achieve, there are many uncertainties in the course of life. There are many things beyond our control that may make it difficult for us to achieve our goals.
- There is no single formula for success in life - different people go about achieving their goals in different ways.
- What is common to most success stories is the determination not to give up - to make the future better than the present.

### To conduct the session you will need

- Flipchart : *Different journeys*
- Copies of Worksheet 18 (one copy per child)
- Set of four cue cards

### **Activity 1** **Introductory discussion**

#### *Planning ahead*

## **Conducting the session**

Ask the class what they remember of the last session. Remind them of the game and the accordion folder *How to Plan* that showed us how important it is to have some strategies and to plan ahead in order to achieve what we want. Also get them to recall the flipchart *The big stones go in first* that showed us the importance of time management.

After a few minutes, sum up the discussion by making the following points.

Last time we saw some of the important things we need to keep in mind when we plan to achieve something. We learnt some guidelines that will help us to organise our day-to-day tasks as well as plan for the future, for the goals we want to achieve.

Our plans for the future may concern the kind of work we want to do, the kind of life we see for ourselves and our families, how we can contribute to the world around us and what we can do to make our future better than the present. Such goals are obviously more complicated because there are many uncertainties, many more things beyond our control. Even if we have a foolproof plan, even if we have a strong desire to make it happen, there may be some unexpected obstacles in our way.

Those who achieve what they set out to do, manage this through persistence, hard work, support from others and the belief that anything is possible. In this session we will listen to three stories of three different people who achieved something in life. All these stories are based on the lives of real people. Not all of them had clear goals; not all of them were able to plan ahead efficiently. Yet their stories can inspire us - they are important because they tell us that we should not give up, we too can chart our own path to reach our goals.

**Activity 2**  
**Case studies/**  
**Discussion**  
*Different*  
*journeys*

Introduce the flipchart in the following way.

This flipchart shows three very different ways in which three very different people achieved their goals. Their journeys had many twists and turns, many disappointments and hardships, but all three of them were determined to get to their chosen end. These are all success stories! And they are all based on real-life people.

**Frame 1**

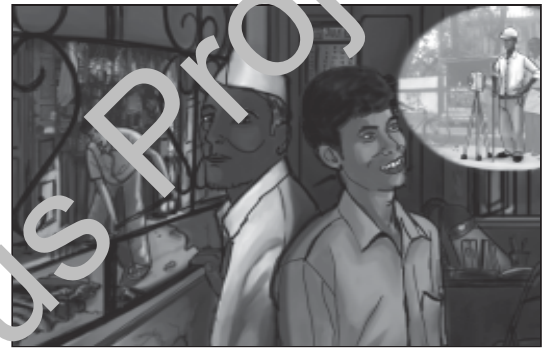
**Santosh Ghavre : *Slow and steady wins the race***

"How will I do this job?" thought Santosh Ghavre to himself. "A drain cleaner! And besides, how will I manage my studies along with work?" But he knew what he would have to do.

His father, Raghunath Ghavre, had just retired from the BMC. Money was short and this was an opportunity to earn some! BMC rules stated that family members of retiring employees were to get preferential treatment in the matter of jobs. Santosh realised that it was very important to make use of this advantage, as later it would be difficult to enter the BMC.

You see, he was very clear about his goal in life. In fact, for Santosh it was more than a goal, it was a dream. His father's dream! Raghunath had worked as a sweeper in the BMC but he had dreamed that his son Santosh would one day sit in a boss's chair - that one day he would become a junior engineer. Santosh had inherited his father's dream and made it his own. He had already enrolled for an engineering diploma in Saboo Siddique College in central Mumbai. It was while he was in college that this job offer came up.

His father gave him advice that made sense to him. He said, "Beta, if your final goal is important to you, then the length of the journey or the difficulties along the way should not stop you."



## Frame 2

So Santosh got a temporary job as a drain cleaner with the BMC. Working in terrible conditions, cleaning gutters and drains every morning, he continued his engineering studies. He would attend engineering classes from 6 pm to 9 pm and use any free time to learn other construction related subjects. He wasn't ashamed of the fact that he was a drain cleaner and all his friends in college knew and accepted this. In 1998, when Santosh got his civil engineering diploma with a first class, it seemed that his goal was within reach.



To add to his joy, that year the BMC conducted departmental interviews for the post of junior engineer. Being a BMC employee, even though temporary, Santosh thought that he was eligible and so applied for the job. He was called for an interview and selected for the post of junior engineer! The whole family was delighted that his planning and hard work was finally bearing fruit.

But their happiness was short-lived. The BMC refused to appoint him, saying the post was only for permanent employees and that he had been called for the interview by mistake. Santosh was shocked; he approached the labour department and the employees' union for help, but got nothing out of them except sympathy. After a year of running from pillar to post, he realised that the only way out was to file a court case to get his due.

This move was very risky; it was likely to anger his bosses, who had been very supportive until then. Besides, he was the only earning member and the court case would cost a lot of money. But his family encouraged him, saying that they would manage on Raghunath's pension. Santosh now had to work doubly hard. He delivered milk in the mornings to earn extra money, got into the construction business with a friend, learnt computer programming; he even enrolled for a course which changed his diploma to a degree - so determined was he to get what he wanted!

### Frame 3

Finally, on April 22, 2004, more than four years and Rs. 50,000 later, Santosh Ghavre won the case in the Bombay High Court and finally achieved his goal - a junior engineer's post in the BMC! He is now a permanent



employee of the corporation. He lives with his wife, his parents and a sister in a tiny room in Dadar in north central Mumbai. And the happiest of all is Raghunath - his dream has been fulfilled.

Put away the flipchart and discuss the case using the following questions.

- How important was Santosh's goal to him? Why?
- 'Santosh broke up his final goal into smaller, more achievable ones.' Do you agree with this statement? Give examples of how he did this.
- Is this a story about fulfilling dreams? Whose dream?
- How is it different from the Sheikh Chilli story that you read in the worksheet?

Now make the following observations before moving on to the next story.

Santosh's story tells of a person who was very clear about his goal and achieved it in a planned and determined way. But not everyone can do so; often things don't work out exactly as we want them to. The next story shows how, though sometimes compromises have to be made, one can have a fulfilling life.



## Frame 4

**Sudha Gandhi : Plan B !**

Sudha had just come back from a long and tiring day at the hospital. A day spent peering down people's mouths and pulling out rotten teeth.

Her back hurt, her feet were aching and a headache was beginning to form. She got busy helping her husband with the evening meal and her son with his homework and soon it was time for bed. All she had to look forward to tomorrow was another day of the same kind. As she lay dejectedly in bed, her husband looked at her and said, "You know, I have wanted to say this to you for a long time. You are just existing, Sudha, not living. It's time you did something about that; otherwise we will all be unhappy "



Sudha knew he was right. She was not happy and that was affecting her family too. But what was it that she really wanted ? What would make her live life to the fullest ? As she lay there, her mind went back to when she had just finished school and was planning her future . . .

Ever since she was a young girl, Sudha had known that she loved being with children. She loved organising their games, playing with them, helping them learn and most of all, she enjoyed listening to their stories. She had decided that she wanted to become a teacher and had started making plans for joining a teacher's training course. But when she told her parents about it, they were very disappointed. Her father was particularly unhappy; he was a dentist and had always imagined Sudha following in his footsteps. She didn't like the idea too much, but she did not want to make her parents unhappy either, so she did what they wanted and became a dentist. It was a long and difficult time for her but she managed to get a job in a local hospital. The only time she felt really happy was when children came to her; she was able to make them relax by telling them stories and making them laugh. Soon she was known as the 'bachhon ki daktarni' and people brought their children to her

for treatment. Her parents were very happy, but she was not. Her dream of being a teacher was still burning in her heart.

Marriage and family satisfied her for a while, but there was something missing.

### Frame 5

That night, lying awake in bed after everyone had gone to sleep, Sudha had a brainwave! Now that she had done her duty towards her parents and her family, she decided to do something for herself. The next morning she told her husband about it. She was going to start a club for the children in her neighbourhood! They spent all their time running around the streets and getting bored or into trouble, so she was going to make a place for them where they could come and enjoy themselves and learn new things too. She had even decided its name - Balodyan. She was going to run it from a small room in her compound and she was going to ask anyone who could help, anyone who could give time or money or space, to join her in her venture.



Balodyan was a reality. The first thing that the club did was to put up a play by children. It was a great success. Parents, who came to see the play, saw their children busily occupied in a worthwhile activity and realised the benefits of Sudha's idea. Some of them decided to help Balodyan and within a few years the club had a library, dance and craft classes where the kids could spend the summer holidays learning new things, a film club showing films made especially for children, and a science club where they learnt about nature and conducted experiments by themselves. They organised sports events and picnics; once a year a fun fair was held, where the children managed all the stalls and games. Sudha's family, other parents, teachers, in fact anyone who could help, was roped in to work for Balodyan. For all of them, as for Sudha and the children, it was where they felt most at home - busy learning, playing, sharing!

So Sudha Gandhi's life finally ended up where she had always wanted to go. It was not exactly the journey that she had originally planned, but she ended up doing what she really wanted to do. As they say, sometimes you have to go a long distance out of the way to come back a short distance correctly!

Once again put away the flipchart and discuss the case using the following questions.

- Is Sudha's story different from Santosh's? In which way?
- Did Sudha manage to fulfill her dream?
- If she had not started working with children, do you think she would have been happy?
- Do you think what she did was a good idea? Why?
- Why do you think this story has been called *Plan B*?  
(If necessary, remind the class about the discussion on *Plan B* in the previous session.)
- Do you think that she made a compromise with her life? Do you think it was wrong?
- Would you be willing to make a compromise too?

At the end of the discussion, make the following observations and then move on to the next story.

Sudha achieved what she really wanted for herself in a roundabout way, but there are others who are not sure of what they want and therefore face more difficulties. The next story shows how some people can take a long time to figure out their goals.



## Frame 6

**Bhau Gawande : All's well that ends well**

"Arun sir, do something. He has to study. If he is out of school, his life will be wasted; he too will have to labour on others' fields like me."



Sonabai wailed aloud. Arun Kamble had come to this village as a teacher only a year ago. Sonabai, a widow, worked in his house. She had no land or property. Her only hope was her son Bhau. She wanted to educate him, but Bhau was not interested in studies. To make matters worse, he was a rowdy and short-tempered child. Every other day he got into fights with someone or the other. But recently, he had done something unthinkable - he had thrown stones at one of his teachers. He had been thrown out of school for this and now his mother was sitting at Arun sir's doorstep asking him to intervene.

Bhau appeared to be quite happy at the thought of never having to go to school, but Arun sir felt really sorry for Sonabai. He tried to convince the Head Teacher to take Bhau back in school. The village elders also joined in and so the Head Teacher agreed. But in the meantime, Bhau had tasted total freedom; now he simply refused to go to school. His mother would plead, beg, even beat him up every day but eventually she stopped, as nothing seemed to have any effect. Soon Bhau dropped out of school and started working at Arun sir's house along with his mother.

## Frame 7

This proved to be a blessing for Bhau because there were always some students studying at Arun sir's house. Slowly Bhau got interested in what they were doing, and on his own, started making an effort to read and write. Seeing this, Arun sir tutored him at home. He helped Bhau to clear the Class 4 exam so that he could rejoin school. From then on Bhau did well academically and scored very well in his board exam. Sonabai and Arun sir were very

proud of him - finally it appeared that Bhau had focussed on a goal and was on the path to making a future for himself.



As there was no college in the village, Arun sir sent Bhau to the nearby town to stay and work at his sister Suman's place. In this way he could continue his studies. But this arrangement lasted only a year. Bhau was beginning to taste freedom again and life in town had many temptations. Sumantai noticed that Bhau was not giving his best to his studies. When she caught Bhau smoking, it was the last straw. She called Bhau's mother to her house and told her that she was not interested in supporting a boy who did not care for his own future.

Now mother and son sat on the steps of Sumantai's house. Bhau looked at his mother's face withered by years of hardship. Those eyes used to have a glimmer, a special shine when they turned in his direction. Now he saw that the small but bright flame had been extinguished. Her face had the look of a broken pot, rendered useless. Bhau's heart broke at that moment. He finally understood that those tired eyes, full of love and hope, meant everything to him. He realised that he had betrayed his mother's dream - a good education had been the only goal that this poor, illiterate woman had had for her son.

Sonabai finally got up, gave the little money that she had to Bhau and quietly returned to the village. She did not turn back to bid him farewell as she left, so she did not see the look of determination on Bhau's face. That look spoke of the goal that Bhau had finally found for himself!

### Frame 8

Bhau found a place to live in a hostel for poor boys. He did not keep in touch with either his mother or his teacher for a few years. Once in a while they got news that he was at college and was safe.

Then four years later, on a hot summer day as she was working in the field, someone came running towards Sonabai, waving a newspaper above his head. There was news that her son Bhau had stood first in the university examinations! Sonabai sat down and wept for joy.

When he finally came home to meet his mother and his teacher, the whole village celebrated.



From then on there were many celebrations to follow, there was no looking back. Bhau Gawande became a teacher, continued his higher education and several years later went on to become the highest officer in the State Education Department.

Now initiate a discussion by asking the class the following questions :

- Did Bhau have a clear goal in life ?
- Do you know of people like Bhau who are not sure of what they want to do with their lives ?
- Do you feel that such people are unsuccessful ?
- Is making your parents happy a worthwhile goal ?
- Do you think Bhau made plans and implemented them ?

Sum up the discussion by making the following points.

Though Bhau was not sure what he wanted to do with his life for a long time, once he had identified a goal he too worked determinedly towards it. There are many of us who, like Bhau, are not sure of what we want for our future. It may take us some time to discover our own goal, but whatever it may be, determination and hard work will help us achieve it.

### **Activity 3** **Discussion**

*What makes a winner ?*

Ask the class if they agree that the three cases described in the flipchart are success stories. Then conduct a discussion by asking the following questions :

- What, according to you, is required for a successful life ?
- Are all successful people rich ? Are they all well-known ?
- Do you think that all successful people have a goal in their lives ?
- Do you think that a person should be willing to do anything to achieve his or her goal ?
- What would you never do, even if it meant giving up your goal ?
- Do you think it is worth making plans for the future, even when you know that they may not work out as you want them to ?

### **Summing up**

**Conclude the session by making the following points.**

The three stories you heard in the session are only a few examples of the many different ways in which people find what they want to do in life and go about achieving it. If you ask people in your family or neighbourhood, you will hear many such stories. Some may not have such happy endings, but you will find that most of them have some common features. Can you guess what these could be ?

*(Give the class a chance to answer, then continue.)*

Belief in oneself, a workable plan and the determination to put it into practice, a good education, hard work, luck, support from friends and family - all these contribute towards the achievement of our goals.

### **Home activity** **Worksheet 18**

*My idea of success*

Distribute Worksheet 18. Ask the children to complete it at home and file it in their personal folders.

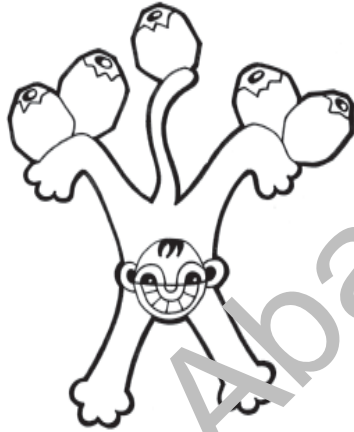
**Group work**

*We have seen the future!*

Divide the class into four groups. Give each group a cue card and tell them that in the next session, they have to make a presentation on the topic given to them.

Do help the groups with their preparations over the next few days and make sure they are ready before the next session. Remind them that their presentations should not exceed ten minutes.

Before concluding the session, tell the class that they should bring *The Juggler* as well as their diaries to the next session.







## MY IDEA OF SUCCESS

Different people have different ideas of what success really means. Here are some questions that may help you to figure out what you want from your life. Choose only one answer to each question. And remember to think carefully and answer as honestly as you can.

1. **When you grow up and look for a job, which one of these would you choose ?**

- A job that gives you lots of money but that requires long hours of work.
- A job that gives you less money but more free time for other activities.
- A job that is very exciting but temporary.
- A job that offers a regular income and routine.
- Any job, as long as it is a job.

2. **If you were offered a job that involved travelling for several days a month to far off places, what would you do ?**

- Take it without a second thought.
- Consult your family and act according to their wishes.
- Refuse the job without a second thought.
- Delay the decision because you are not sure.

3. **If you were offered a good job for which you had to pay a bribe, what would you do ?**

- Pay it without hesitation.
- Turn down the job without a second thought.
- Delay as long as you can, but finally pay the bribe and take the job because there is no other option.
- Refuse the job and make sure other people also know about what is happening.

4. **What do you want most out of life ?**

- Happiness and contentment.
- Money.
- Fame.
- Importance and respect in the community.

Name :

Date :

KIT 6

## CUE CARDS FOR GROUP WORK

### WE HAVE SEEN THE FUTURE !

#### Group 1

Imagine that a strange illness puts your group to sleep. You wake up after 20 long years. What will your city look like then ? What changes will you see ?

First consider all aspects of the new situation. Then develop a presentation to tell the rest of the class about this city of the future. Use at least two of the following methods to make your presentation : a chart, a story, a song or poem, a small skit. Your total presentation cannot be more than 10 minutes long. Work together and use your imagination well !



#### Group 2

Imagine that a strange illness puts your group to sleep. You wake up after 20 long years. What will schools be like at that time ? What changes will you see ?

First consider all aspects of the new situation. Then develop a presentation to tell the rest of the class about the schools of the future. Use at least two of the following methods to make your presentation : a chart, a story, a song or poem, a small skit. Your total presentation cannot be more than 10 minutes long. Work together and use your imagination well !

### Group 3

Imagine that a strange illness puts your group to sleep. You wake up after 20 long years. What changes will you see in the environment? Imagine trees and plants, birds and animals, rivers, forests and pollution 20 years from now. How will they be different? Will things be better or worse?

First consider all aspects of the new situation. Then develop a presentation to tell the rest of the class about the state of the environment in the future. Use at least two of the following methods to make your presentation: a chart, a story, a song or poem, a small skit. Your total presentation cannot be more than 10 minutes long. Work together and use your imagination well!



### Group 4

Imagine that a strange illness puts your group to sleep. You wake up after 20 long years. When you wake up the world would have changed. What do you think people of the future will do for entertainment, sport and relaxation?

First consider all aspects of the new situation. Then develop a presentation to tell the rest of the class about the future of leisure and entertainment. Use at least two of the following methods to make your presentation: a chart, a story, a song or poem, a small skit. Your total presentation cannot be more than 10 minutes long. Work together and use your imagination well!