

APPENDIX VI
MODULES ON ADOLESCENCE EDUCATION

GROWING UP BECOMING ADOLESCENT

A set of modules
on
Adolescence Education

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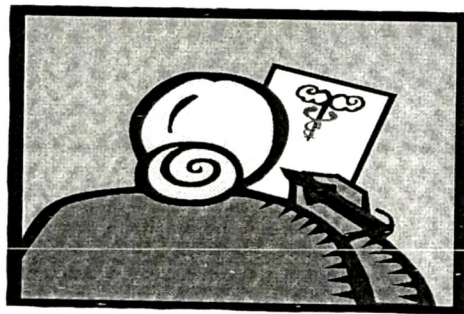
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MODULE 1: SELF AWARENESS



ABOUT THE MODULE

Adolescence is a high stress time wherein the physical and emotional changes alongside with various psychosocial components leads to confusion and anxiety. Adolescents have lot of concern about their body image and self worth. It is important to underline the importance of self-awareness and self esteem. A young individual with a positive, healthy self-image will make positive and healthy choices in life. This module is therefore dedicated to activities and exercises to make them aware of not only their own self but also on how to enhance it. Self-awareness involves knowledge about self, reorganization of self-acknowledging one's strengths and weakness, realizing desires in life and deciding on the course of action for life.

OVERALL OBJECTIVES OF THE MODULE

By the end of this module the adolescents will:

- Realize individual self
- Learn about own strengths and weakness
- Have a realistic assessment of self
- Gain increased self awareness
- Realize how self-esteem affects their lives.
- Understand the importance of an accurate and acceptable self-image.
- Learn some ways to enhance their self-esteem.
- Become sensitized to the ways they affect the self-esteem of others.

MODULE SESSIONS

Session 1: SELF CONCEPT

Activity 1: I, ME, MYSELF

Session 2: MY REALISTIC SELF

Activity 1: I Feel You Feel- Do We Match?

Activity 2: My Self In Windows

Session 3: SELF ESTEEM

Activity 1: Pied piper and Tied paper

SESSION 1: SELF CONCEPT

Activity 1: I, ME, MYSELF

Specific Objectives of the Session: By the end of this activity the adolescents will:

- Acknowledge positive virtues of self
- Be acquainted with the positive virtues of others

Content area: English-Grammar

Plug in point: Adjectives

Method: Discussion

Material required: Pieces of coloured paper, pen and pins

Facilitator's activity: Ask the participants to write down the initials of their name i.e. name and surname. Now ask them to think of two adjectives beginning with their initials which best describe their personality. Participants are expected to select only positive adjectives.

E.g.: Praveen Bhatt

Initials: P and B

PERFECTIONIST BOLD

Ask the participants to write down these adjectives on the chits of paper and pin them on their dress. The participants are then asked to reflect on why they have chosen the adjectives. Each student has to explain the reason and describe how these adjectives match to their overall personality. In case some student wants to change the adjectives he/she may be allowed to do so.

SESSION 2: MY REALISTIC SELF

Activity 1: I FEEL YOU FEEL- DO WE MATCH?

Specific Objectives: By the end of this activity the adolescents will:

- Acknowledge those aspects about themselves which they like and consider them as their strength
- Assess those aspects which are weak and how to improve them
- Formulate a realistic opinion about their strength; weakness, opportunities and threats based on self as well other's perceptions.
- Be acquainted with the positive virtues of others

Content area: Hindi- Tulsi Dohawali-Poem deals with Doha's related to good and bad virtues, influence of company, love care etc

Plug in point: Positive values in life

Method: SWOT analysis

Material required: Paper, pen

Facilitator's activity: Explain SWOT analysis to participants and ask the participants to draw 4 columns on the sheet of paper as given below:

STRENGTHS	WEAKNESS
OPPORTUNITIES	THREATS

Participants will now select someone as a partner who knows them well and ask them to do a SWOT analysis for them. Participants will then compare their SWOT analysis with that of their partner. This has to be followed by discussion as to the degree of similarities and differences between the 2 SWOT analyses.

Activity 2: MY SELF IN WINDOWS

Specific Objectives: By the end of this activity the adolescents will:

- Acknowledge those aspects about themselves which they like and consider them as their strength
- Assess those aspects which are weak and how to improve them
- Formulate a realistic opinion about their strength; weakness, opportunities and threats based on self as well other's perceptions.

Content area: English Poem- Man's true measure. Deals with man's true assets

Plug in point: Strengths and weakness, potential of adolescents

Method: Presentation and discussion

Material required: Paper, pen

Facilitator's activity: Ask participants to draw 4 columns on the sheet of paper as given below

Things about myself I can tell others	Things I feel others know about me
Things I want to tell others but fear to say	Things about my self which I want to hide

The participants are to fill these windows without showing others. Ask them to reflect on whatever they have written in each of the windows and decide on whether they can shift the points to some other windows. The participants have an option of making another set of windows or make adjustment in the original window set itself. Now the participants can volunteer to share their window with others. Motivate them to be confident enough to share their windows and importantly disclose the things, which they want to hide or fear telling. Participants who do not want to openly discuss can be asked to put their responses in the question box. These can be discussed without disclosing the identity

SESSION 3: SELF ESTEEM

Facilitator's Note:

Self-concept can be defined as a person's perception of himself. This includes his perception of his abilities, character, attitudes, appropriate aims and deeds. In other words, what a person thinks or how he behaves is determined largely by the concept he holds about himself. A person who is confident and has high regard himself behaves differently from another person, who feels incompetent, inferior and insecure. Similarly, a person who feels competent in one situation behaves differently in another situation where he feels incompetent and insecure. Self-esteem is closely identified with self-respect. It includes a proper regard for oneself as a human being and an accurate sense of one's personal place within the large society of family, friends, associates and others. In the extreme, self-esteem can degenerate into conceit while a lack of it can result in a sense of unworthiness. The key is balance. Too much focus on self causes the inflation of conceit blocking the experience of cooperative relationships. On the other hand, a deficient sense of self makes one unable to interact freely and responsibly with others. Self-esteem is foundation upon which personal and social development is based. A person perceives, interprets, accepts, rejects or resists what he encounters in accordance to his self-image. What we believe about ourselves is usually reflected in our self-esteem. Positive beliefs make us feel good about ourselves and raise our self-esteem. Negative beliefs make us feel bad about ourselves and lower our self-esteem.

Activity 1: PIED PIPER AND TIED PAPER

Specific Objectives: By the end of this activity the adolescents will:

- Realize the impact of positive thinking on enhancement of self-esteem.

Content area: English Prose- The land where there were no old men-Prose. The lesson deals with importance and wisdom of old generation

Plug in point: Optimism and positive thinking

Method: Activity and discussion

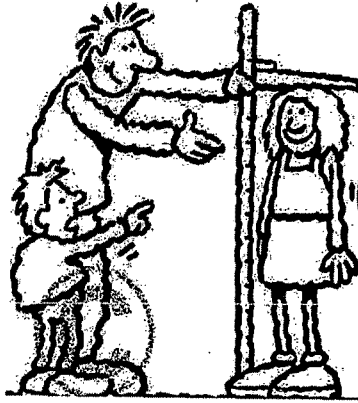
Material required: Sheets of newspaper

Facilitator's activity: Ask participants to say positive and negative things about themselves. Every time a student says a negative thing ask his partner to fold the paper.

Continue doing this till the paper can no longer be folded. Compare this paper with our personality. Negative thoughts shrink personality. Now ask the participants to simply say the positive things and unfold the paper with each positive statement. The paper open up completely still the student has to say positive things. Ask partner to take some one's folded paper and unfold it. Reflect on how positive statements help not only us but others too in building their self-confidence and enhancing their concept about their selves.

Home Reflections: Imagine you are old and free of worldly responsibilities. You have lived a very successful and satisfied life and are a role model to others. You are to write your own autobiography. Pen down your thoughts reflecting on how exactly did the positive qualities you had in life actually help you be successful in life

MODULE 2: PUBERTY



ABOUT THE MODULE

With a sudden spurt in growth and astonishing bodily changes with emotional upheavals adolescence tends to be a period laden with anxiety, concerns, worries and awkwardness. More so since the changes are rapid and less information is provided to the growing adolescent regarding the changes they often are misled and fall a prey to host of confusions, embarrassment and unscientific knowledge. Adolescence is a period of many physical and emotional changes for any individual, and during puberty feelings related to the sexual urge become apparent. This creates a restlessness for independence in young people, which is why parents and teachers consider their behaviour to be unpredictable and difficult to control. A clear and complete understanding of the changes during puberty helps to lessen fears and increases the adolescents control over his/her body. Attitudes to sexuality are formed early during adolescence. Therefore, it is important for adolescents' to learn about issues related to sexuality to be able to understand and come to terms with their own sexuality and have a healthy attitude to others' sexuality. This module attempts to provide basic information about reproductive anatomy and physiology. The aim of this module is to help the adolescents explore the conflicts and confusions experienced by adolescents during puberty, and to acknowledge the need to create a safe and open environment to encourage adolescents to voice their opinions and discuss issues and values pertaining to their growth phase.

OVERALL OBJECTIVES OF THE MODULE

By the end of this module the adolescents will:

- Receive and review information about changes that accompany adolescence stage of life.
- Understand the growth process taking in the body.
- Acquire a basic understanding of the overall functioning of the reproductive system.
- Understand their roles and responsibilities in relationships of all sorts.

MODULE SESSIONS

Session 1: LEARNING ABOUT REPRODUCTIVE SYSTEM

Activity 1: My body and Myself

Activity 2: Ulta pulta- make it sensible

Session2: SEXUAL HEALTH

Activity 1: Lets talk about it

Activity 2: My Verdict

Activity 3: Blind fold me

SESSION 1: LEARNING ABOUT REPRODUCTIVE SYSTEM

Facilitator's Notes: Reproductive organs are present in the bodies of children but they are immature and cannot function. As the child grows, his/her reproductive organs grow and the maturation of these organs starts during puberty, which is the transitory phase between childhood and adulthood. This is the time when a child begins to change from a boy to a man and from a girl to a woman. This period is also called adolescence. During adolescence, the child undergoes various physical, psychosocial and emotional changes, which make her/him feel awkward and different from others. Adolescence manifests itself in way of physical changes in the body.

Activity 1: MY BODY AND MYSELF

Specific Objectives: By the end of this activity the adolescents will:

- Recognize the physical changes seen in boys and girls during puberty
- Provide scientific reason as to the occurrence of these physical changes.
- Understand the process of growing up from the reproductive and anatomical perspective

Content area: Science - Chemical compounds

Plug in point: Physical changes in chemical reactions. Just as physical forms of reactants changes during chemical reactions same ways adolescence is a time during which lot of physical changes occur in the body

Method: Group brainstorming, lecture, discussions, and presentations

Material required: Paper, pen, transparencies or pictures showing male and female anatomy.

Facilitator's activity: Divide the participants into 2 groups. Ensure that each group has both boys and girls. Ask the groups to brainstorm and write all the possible changes they can think of that occurs in adolescence. Give them a time of 5 –6 minutes. At the end each group will read out the changes and the group which names maximum changes wins. Hold a discussion on these changes giving scientific explanation. Ask the participants to use the question box for any queries related to the changes they are experiencing.

Ask the participants to complete the following phrases into sentences:

1. Being a girl / boy makes me feel _____
2. If I were of the opposite sex, my life will be different because

3. Growing up into a female is _____
4. Growing up into a male is _____
5. The one thing that I would like to change about being a boy or girl is _____

Additional activity: Question box wherein the participants can put in their anonymous questions related to growth. Pass out slips of paper to the participants and collect the responses in a box. This has to be followed by reading out the questions loudly in the class and providing the answers to the questions and discussing if applicable. If you don't know the answer tell the participants that you would find the appropriate answers and continue in next session. Provide information to the participants regarding reproductive anatomy and physiology by giving a lecture. You can use the following note:

Note

Physical Changes During Adolescence

Male

Spurt in Height
Increase in weight
Change of voice
Changes in body shape:
Arrest of skeletal growth
Widening of chest and shoulders
Increase in perspiration
Appearance of Acne
Growth of pubic hair
Growth of hair under arms

Female

Spurt in Height
increase in weight
Changes in body shape:
Arrest of skeletal growth
Widening of hips
Increase in perspiration
Appearance of Acne
Growth of pubic hair
Growth of hair under arms

Growth of penis and testicles

Budding of breast

Involuntary ejaculation

onset of menstruation

Considerable hardening of body muscles

Growth of hair on face and body

Activity 2: ULTA PULTA- MAKE IT SENSIBLE

Specific objective: By the end of this activity the adolescents will:

- Understand the anatomical changes
- Learn about the reproductive organs of females and males
- Learn about hormonal changes

Content area: Science - Chemical compounds and Life Processes

Plug in point: Hormones and pubertal changes

Method: Exercise and discussion

Material needed: Handouts of information about male and female reproductive system, transparencies or charts showing reproductive system

Procedure: Divide the participants into groups of 5 to 10 participants. Write the following words on the blackboard. Explain to the participants that these words do not make sense and the alphabets have to be rearranged to make meaningful words.

WORDS

Puberty	bepuyrt
Testis	sietts
Hormones	snehmoro
Seminal vesicle	lasemini sevlcei
Prostrate gland	taetsrrop dlgan
Penis	speni
Ovary	varoy
Sperms	mspres
Uterus	uresut
Ovum	movu
Vagina	ganiva

Vulva	avvul
Oviduct	dovicut
Fallopian tubes	npiallofa butse
Menstruation	ntioautmsne

Give them 10 minutes to this exercise. The participants should be asked not to discuss within themselves. After 10 minutes ask for the correct responses and write them on the board. Give them handouts of reading material on reproductive organs in male and females. Ask them to quickly read it within 2- 3minutes. Ring a bell after 3 minutes. The participants should now return not look into the handouts. Ask the participants now to classify the words written on the board under two headings Male reproductive system and female reproductive system on the basis of what they have read in the handout.

Introduce the topic reproductive system and explain about the organs and their functions. Make use of transparencies and charts showing the labeled diagrams of the reproductive system. Once the explanation is over give sheets of paper containing diagram of unlabeled male and female reproductive system and ask the participants to label the different parts. To make the exercise interesting and motivate the participants you can keep a prize for the ones who label it correctly and quickly.

HANDOUT OF REPRODUCTIVE SYSTEM

Male Reproductive Organs

- 1) **Penis** - A tubular structure made up of spongy tissue, which fills with blood during an erection. The urethra passes through it.
- 2) **Glans** - Helmet shaped head of the penis.
- 3) **Foreskin** – A loose piece of skin, which covers the glans and can be pulled back for cleaning. This is removed when a man is circumcised.
- 4) **Scrotum** – Sac made of loose skin, which holds the testicles and hangs outside the body.
- 5) **Testicles** – Produces sperms and the male sex hormone testosterone.
- 6) **Vas deferens** – Tubes which carry the sperms from testicles to urethra
- 7) **Epididymis** – Area where sperms are stored in the testis.

8) **Seminal vesicles** – Sit at the back of the prostate gland, produce the thick milky fluid of the semen.

9) **Prostate gland** – Situated at the base of the bladder and produces a fluid which forms part of the semen.

10) **Urethra** – Tube that carries urine from the bladder and semen (with sperms) through the penis.

Female Reproductive Organs

1) **Ovary** – There are two ovaries, each about the size of an almond which produces the eggs or ova. Number of ova present – There are millions of potential egg cells in the ovaries of a baby girl before birth but by puberty the number has dropped to 200,000 of these only around 450-500 eggs will mature and be released in a girl's lifetime.

2) **Uterus or Womb** – About the size and shape of an upside down pear. It is made of muscle and grows in size as the baby grows (from 50 gms to 1 Kg).

3) **Fallopian tubes** – These are two tubes leading from the ovaries to the womb which carry the mature ovum from the ovary and it is here that the ovum meets the sperm and fertilization occurs.

4) **Vagina** – Tube about 8 cm (3 inch) long. It leads from the cervix to the vulva, where it opens between the legs. The vagina is very elastic so that it can easily stretch around a man's penis or around a baby during labour.

5) **Cervix** – The neck of the womb. It is normally almost closed (plug of mucus), with just a small opening through which menstrual blood passes out or sperms pass up.

6) **Clitoris** – Small sensitive organ at the top of the female external genitalia.

7) **Bladder** – Sac of muscular and fibrous tissue, which holds urine.

8) **Urethra or water passage** — Tube, which carries urine from bladder to the outside urethral opening.

9) **Anus** - Opening at the lower end of the bowel which is kept closed by sphincter / two muscles.

The oestrogen and progesterone, which are produced by the ovary from puberty onwards, are responsible for female contours, breast development, ovulation and menstruation, etc. Similarly the testosterone produced by the testis under the influence of the pituitary is responsible for the male changes and production of sperms.

Process of fertilization

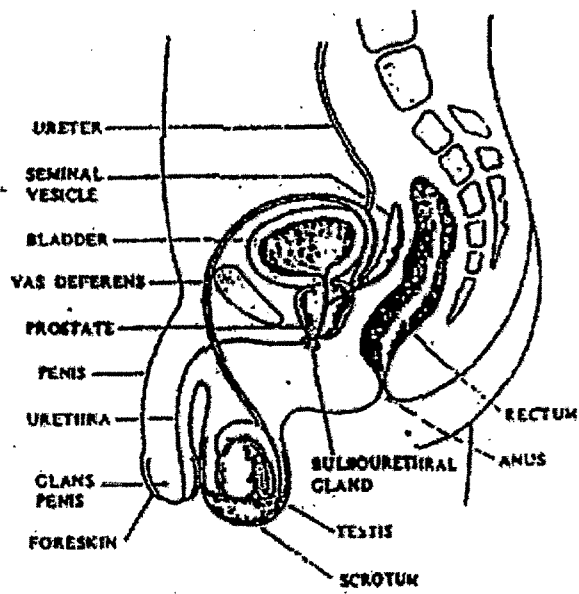
The various changes occurring in adolescence are due to the hormones secreted by the ovaries in the females and the testes in the male. From puberty onwards a mature ovum is released from one of the ovary at an interval of four weeks or about two weeks before the next menstrual cycle. The Fallopian tube picks it up. While the ovum is maturing, the ovaries produce oestrogen & progesterone under the influence of which, the inner lining of the uterus (the endometrium) thickens from 1mm to 5mm & gets filled with blood vessels. So the inner lining becomes thick & spongy in readiness for receiving a fertilized ovum, which implants itself in the thickened endometrium & gets its nourishment from it. If the ovum is not fertilized and there is no pregnancy the lining of the uterus is not required & it is shed & bleeding results which is called menstruation. The process is repeated at monthly intervals.

Additional activity: My Knowledge meter

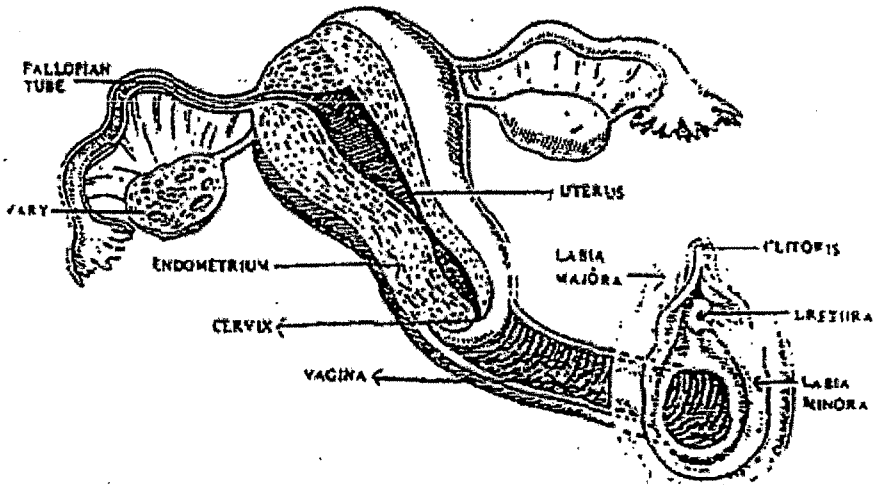
Administer a test to the participants in order to ascertain their understanding. The following test can be used:

Test questions

1. Name the male reproductive organs?
2. Name the female reproductive organs/
3. What is function of testis?
4. How many eggs are released by the ovary every month?
5. Which are the male and female hormones?
6. What are the physical effects of hormones?



Male Reproduction System



Female Reproduction System

SESSION 2: SEXUAL HEALTH

Activity 1: LETS TALK ABOUT IT

Specific Objectives: By the end of this activity the adolescents will:

- Feel comfortable to talk about sexual matters
- Accept sexuality as a normal part of life and express their doubts and confusions and feel free to question.

Content area: Science chapter- Life processes

Plug in point: Male and female reproductive system

Method: Discussion

Material: Black board, chart, paper, and pen

Procedure: Write the following questions on the board or alternatively write it on chart and put it up in the class. Ask the participants to reflect on the answers and write in a sheet of paper. The participants will not write their names on the sheets. After the participants have finished writing the responses. Collect the sheets and randomly distribute them again amongst the participants so that they do not know which student's response sheet they have received. Now one by one take up each of the questions and ask the participants to respond as per the responses in their sheets. You can put different headings on the board. As per the responses generated put tally marks. After this initiate a discussion. The facilitator has to at this stage explain the process of reproduction. Audio visual aids and print media can be used for the same.

1. From which source did you get your first information about the changing body?
2. Recall the first time you learnt about sex. How old were you?
3. From what source did you get your first information about sex?
4. How did you feel about it?
5. How accurate was the information?
6. Try to remember how you felt.
7. Do you think at this stage you need sex education?
8. With whom do you discuss your private thoughts?

Activity 2: MY VERDICT

Specific Objectives: By the end of this activity the adolescents will:

- Resist peer pressure and make informed decisions about sexual relations
- Critically analyze the pros and cons of unhealthy healthy sexual practices

Content area: Science chapter- Electricity

Plug in point: Resistance- Resisting peer pressure

Method: Case study

Material: Handouts

Facilitator's activity: Give handouts of the following case study to the adolescents and ask them to analyze and take decision.

CASE:

Roshni and Raj are teenagers studying in school. They are in love and want to in future get married. Of late Raj's friends are forcing him to go for a sexual relationship with Roshni. They feel it is all right since both will get married later. They tease and make fun of Raj. Both Roshni and Raj are academically bright participants and want to pursue a career. Roshni is reluctant to go for such relationship however she finds it difficult to say no while Raj is unsure about his decision. What should they both do?

Discuss the following questions with the participants: You can call in for a debate or group discussion

1. What should be the age to indulge in sexual relations?
2. What can be the potential harms and advantages of such relations?
3. Is there a social pressure on teens for sexual relations
4. How should one react to such pressures?
5. If Roshni and Raj go for this relationship what according to get would be the repercussion?
6. In what other ways can love be expressed?
7. If you would have been in their place what would you do and Why?

In the end summarize and emphasize that adolescents should:

- 1) Accept the changes they are undergoing as normal
- 2) Accept and respect their own sexuality
- 3) Feel free to express their doubts and anxieties

- 4) Learn to interact with friends of both sexes and treat them with the same degree of respect.
- 5) Learn to enjoy the various new acquired skills, new knowledge and use the new opportunities that are now available to them.
- 6) Not be afraid to ask questions to their parents, teachers or elders. The answers obtained will help them to think through and arrive at their own conclusions.
- 7) Know that in everything they do they have a choice. They can say 'No' to risk behaviour. Realize that how the choice is handled can make a conscious difference to their life. It influences their behaviour as an adult.

Activity 3: BLIND FOLD ME

Specific objective: By the end of this activity the adolescents will:

- Receive knowledge about the myths related with sexual health
- Get scientific and logical knowledge regarding sexual health.

Content area: Science – Life processes

Plug in Point: Reproductive system

Method: Game

Material required: Card with statements written on them, blackboard, Chalk, cloth to be used as a blindfold

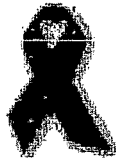
Facilitator's activity: Inform the group that they will be playing a game that will help them to learn more about sexual health. Divide the participants into 5-6 teams with not more than 8 members in each team. Inform the participants that each team will pick up one card by turns. The participants will analyze whatever statement is written on the card and they will decide whether it is a fact or a myth. The volunteer from each group will come up and explain the statement and say whether the group considers it as a myth or fact. If the response is correct then award points to the group but if the response is incorrect then blindfold the volunteer. The other groups will now attempt to give the correct response. When the correct response is obtained open the blindfold and award points to the specific group. If none of the groups give satisfying answer then the facilitator has to explain. Finally ask the participants, if they have any additional questions about sexuality or wish to clarify regarding other beliefs.

Statements

- Sex helps to keep good health.
- It is not possible for a girl to get pregnant if she only has sex during her period.
- Abstinence (not having sexual intercourse) is the only method of birth control that is 100% effective.
- A girl cannot get pregnant the first time she has sexual intercourse.
- It is possible to have a sexually transmitted infection (STI) and not even know it.
- Both men and women have a right to say no to sex any time.
- Sexual relations are the best way to express your love for someone.
- Sexual activity is only for the purpose of having a baby.
- Girls and boys can have sexually transmitted diseases without having any symptoms.
- The female determines the sex of a baby
- It is abnormal to have sex fantasies and mood changes during adolescence.

MODULE 3: HIV/AIDS

The AIDS Pandemic



ABOUT THE MODULE

The activities in this module are useful to discuss basic issues about HIV/AIDS with the participants, and to help them further explore their own personal feelings, concerns and opinions about HIV/AIDS. At the end of this module, the participants should be able to acknowledge that AIDS is indeed a problem and also understand the serious consequences of the AIDS epidemic.

OVERALL OBJECTIVES OF THE MODULE

By the end of this module the adolescents will be:

- Obtain scientific basic information about HIV and AIDS.
- Obtain knowledge regarding prevention of HIV/AIDS.
- Develop sensitivity towards HIV/AIDS
- Learn to empathize with persons suffering from HIV/AIDS
- To learn how to avoid risky behaviour and situations

MODULE SESSIONS

Session1: KNOWING ABOUT HIV/AIDS

Activity1: JAM

Activity2: Press the buzzer quick

Activity3: Where do I stand?

Session 2: SENSITIVITY TO HIV/AIDS

Activity 1: In my Court

Activity 2: I can Feel and Understand

Note for the Facilitator

HIV stands for: Human Immunodeficiency Virus. HIV is a virus, which causes impairment to the immune system in humans. The immune system is the means by which the body protects itself from infection and disease. There are currently two types of HIV, HIV 1 and HIV 2, which are known to cause AIDS. AIDS is caused by a virus, called HIV (human immunodeficiency virus) which attacks and overtime destroys the body's immune system. HIV belongs to a family of many viruses called retrovirus. Viruses are disease producing micro-organism found as parasites in plants and animals including humans. They cannot live or multiply outside a host cell. Each virus requires a specific cell. Viruses cannot multiply on their own. They can only reproduce themselves by using the genetic materials of the cells of the host animal or plant. In order to reproduce, HIV attaches itself to the genetic material of the human cell it has infected. The destruction of the immune system by the virus means infectious organism can invade the body and multiply to cause disease. In healthy individuals, infections are kept at a distance by virtue of an array of defenders (antibodies), which constitute the immune system. The most important components are the white blood cells present in the blood and lymphatic system including the lymph glands. Unknown to us these defenders are at work day and night, recognizing foreign invaders in the body and fighting them by producing an army of cells which attack infection directly and produce antibodies which neutralize/kill the invaders. HIV causes damage to the immune system. After being infected with HIV, the body produces the antibodies to HIV in an effort to protect itself. These antibodies are not powerful enough to neutralise the virus and, by this time HIV will have already attached itself to and integrated into the genetic material of some white blood cells, ready to reproduce itself sometime in the future. Once a person is infected with HIV, he/she can transmit the virus to other people even though he/she may appear perfectly healthy and may not know that he/she has been infected with HIV. There is no way of knowing whether a person is infected with HIV except by having a blood test. HIV can be transmitted through unprotected sexual intercourse, unsterilised needles and syringes, and contaminated blood and through mother to foetus. It is not easy to become infected with HIV, the virus that causes AIDS. For infection to occur three things need to happen. First there needs to be an adequate quantity of virus to cause infection. While the virus can

sometimes be identified in body fluids such as urine and saliva, it is only in blood, semen and vaginal and cervical fluids that there is a large enough amount of virus to cause infection. Second, the virus needs to be of sufficient quality to cause infection. In other words the virus needs to be undamaged by exposure to heat, air or detergents and there needs to be a direct route of entry into the body for infection to occur.

How is HIV Transmitted?

1. Sexual Intercourse
2. Infected Mother to Newborn Child
3. Blood
4. Unsterilised Injections / Surgical Instruments

How is HIV Not Transmitted?

We know that HIV is not passed on in these ways:

- Shaking Hands
- Kissing and Hugging
- Sharing Cups, Plates and other Eating Utensils
- Through Coughing and Sneezing or Through the Air we Breathe
- Sitting in the Same Class or Canteen
- Sharing Work Instruments or Machinery
- Swimming Together or Playing Together
- Donating Blood to the Blood Bank (with sterilised needles)
- Bites by Insects, e.g. Mosquitoes, Bed Bugs,

AIDS is a medical diagnosis for a combination of symptoms, which result in a breakdown of the immune system. AIDS stand for Acquired Immune Deficiency Syndrome. The immune system defends the body against infection and diseases. There are two tests; Elisa and Western blot test to test the presence of HIV virus. Both these tests detect antibodies of HIV. It takes about 6 weeks to 3 months to reveal the presence of the HIV in the body.

SESSION1: KNOWING ABOUT HIV/AIDS

Activity1: JAM

Specific Objectives By the end of this activity the adolescents will be:

- Sensitized regarding HIV/AIDS
- Have increased understanding of adolescents about HIV/AIDS

Content area: Mathematics

Plug in point: Statistics can be used to teach about increase in number of cases of HIV/AIDS

Method: Activity, presentation and discussion

Material required: Blackboard and chalk

Facilitator's activity: **Begin** the session by telling the participants about JAM- Just A Minute. In this the participants are given a stimulus word and they have to immediately write what comes as the specific response to the word. Ask the participants to be ready with a paper and pen. Read out the stimulus word quickly. Do not repeat any word. Give only 2-5 seconds to write response.

Words

- Infection
- Dangerous disease
- Disease from mother to child
- Blood transfusion
- Syringe
- AIDS
- Virus
- Immune system
- HIV
- Kissing
- Having lots of different sexual partners
- Swimming in a public pool
- Having your ears pierced

- Being tattooed
- Having casual sex

Once the participants have finished writing, categorize the responses and use these skillfully to guide the discussions on the various issues raised during this exercise. Take care to select only the responses, which directly or indirectly link to HIV/AIDS.

Write the word AIDS on the blackboard, right in the center. Ask the participants what it is that comes to their mind when they think of AIDS. Write each and every response on the blackboard, drawing a short line between the responses, to identify linkages and put them in different categories like the causes of AIDS, effects of HIV/AIDS, impact on body, Myths, Social stigma, prevention etc. Now explain the categories by providing scientific explanations. You can use the note given for the same purpose. Give handouts to the participants of the note on HIV/AIDS.

Activity 2: PRESS THE BUZZER QUICK

Specific Objectives of the Session: By the end of this activity the adolescents will:

- Know about HIV/AIDS.

Content area: Science Structure of Cell and cell division- Virus

Plug in point: HIV Virus and AIDS

Method: Quiz

Material required: Cards, basket

Facilitator's activity: Give a lecture on HIV/AIDS. You can make use of the note given at the beginning of the module. Divide the class into 2-3 groups as per the capacity of the class. In a basket place few cards with quiz questions written on them. Ask the leader of each team to pick up one card and ask teams the question. Any team can answer. The team who raises hand first should be given a chance to answer. The question is not only to be answered but also explained in detail. Whichever team answers correctly get the next question for answering. In case a team fails to give correct answer then question passes to the other team. In case both the teams do not give correct answer then the facilitator has to explain the answer.

Quiz questions

1. What is the full form of HIV?
2. What is full form of AIDS?
3. Which test is used to detect AIDS?
4. What is the difference between a person infected with HIV and one who has AIDS?
5. What are the early symptoms of AIDS?
6. How long can the virus live outside the human body?
7. Can Chlorine in swimming pool help in destroying HIV?
8. How does an HIV positive person progress to AIDS?
9. Do mosquitoes or other insects spread HIV?
10. Can blood donors get HIV by donating blood?
11. Can a person get AIDS by swimming in a common swimming pool?
12. Can HIV spread through kissing?
13. How would one know if a baby born to an HIV positive woman has the HIV infection?
14. How can one ensure that the blood received is uninfected?

Activity 3: WHERE DO I STAND?

Specific Objectives of the Session: By the end of this activity the adolescents will:

- Get precise information about HIV/AIDS
- Understand the misconception regarding HIV/AIDS
- Clarify pertinent issues regarding sex education.

Content area: Science: Struggle for existence

Plug in Point: HIV/AIDS sensitization

Method: Opinion exercise

Material required: Paper cut outs

Facilitator's activity: This opinion exercise is a good way to get the participants to gain new knowledge on subjects about which one already has some views, and through dialogue and listening to others become clearer about their own views and learn to

respect the opinions of the other participants. It is obvious that different participants will think differently from each and have their own views about the various issues concerning sexuality and AIDS/STD education in schools. There are no right or wrong answers, and every participant must be made to think for himself or herself and everyone must get an opportunity to talk about their views. Make some paper cut outs with certain statements written on them. The paper cut outs could be designed in such a way that the participants can wear them. Ask few student volunteers to wear those statements. In the class make 3 corner and label them as *YES OF COURSE*, *NOT- NOT AT ALL* and *I CAN,T SAY*. Ask the volunteers to walk in the class one by one and display their cutouts. The volunteers will then choose one corner and stand there. Now the class should be asked to reflect on whether the volunteer is standing at the right corner. If they feel he is not in right place ask them to shift him to the correct corner. The participants have to give explanation why they want to sift him while the volunteer has to defend his position and explain why he choose to be there. Let the debate continue till consensus is reached. You can then offer scientific explanation regarding the statements.

The cut out could have the following statements

1. Schools should not teach adolescent about sex education
2. School children are innocent and unaware of their own sexuality
3. Adolescents are too young to engage in sexual activity
4. People whom I know are not at any risk of HIV/AIDS
5. Preventive education for STD and HIV/AIDS in schools will make the participants curious to experiment
6. Parents are the best persons to discuss sexuality issues with their adolescents
7. I don't need information on HIV/AIDS
8. Teachers are the best persons to discuss sexuality issues with their participants
9. Parents do not want their children to learn about 'safe sex' in school
10. Adolescent girls and boys should know about family planning methods
11. It would be all right with me to be in the same classroom with someone who has AIDS.

12. People who have AIDS should be put in isolation.

13. Person, who has AIDS, should not be allowed to work in restaurant and hotels where people eat food.

Home Reflections: Ask the participants to attempt the following test on HIV/AIDS. The next session can be devoted to discussing the answers to the queries of the participants

Test

Below are given a few statements. Please put a tick mark () as to whether you 'Agree', 'Disagree' or are 'Not sure' in the relevant boxes.

Sr. No	Statements	Agree	Disagree	Not sure
1	AIDS is a contagious disease like common cold			
2	It is possible that people are infected with HIV and not know they have it.			
3	HIV can be transmitted to another person through donating blood of an infected person			
4	An infected mother can pass HIV to her unborn child			
5	One can get HIV by hugging or touching a person who has HIV or AIDS.			
6	Males who are infected with HIV, can transmit it to another person through their semen			
7	Persons can reduce their chances of becoming infected with HIV by using condom during sexual intercourse			
8	By shaking hands with an HIV/AIDS patient one can get the disease.			
9	STD is an important factor for HIV infection.			
10	AIDS can be cured if it is treated early			
11	It is medically advised that participants who have HIV should not be allowed in schools			
12	Sharing utensils, tooth brush, shaving blade of an AIDS patient can spread the infection			
13	The more sexual partners a person has, the greater is the chance of getting infected with HIV or another sexually transmitted disease			
14	HIV/AIDS can spread only by the sexual mode.			

15	It is medically sound not to allow people who have HIV, to work in places that handle food and its preparation.			
16	There is no known vaccine to prevent AIDS			
17	Persons who are infected with HIV can look and feel healthy.			
18	All persons suffering from STDs are also suffering from AIDS.			
19	Not to allow a person with HIV, to stay in the society is an example of irrational discrimination			
20	One can get HIV if he/she has sex even once, without a condom.			
21	A person can get HIV by sharing needles or syringes with someone who has this virus.			
22	AIDS can be cured if detected early			
23	A person can get HIV by wearing clothes used by someone who has this virus.			
24	One can tell if the person has HIV by the way he or she looks.			
25	Sex workers and drug users are solely responsible for the spread of AIDS.			
26	Couples who are infected with HIV after marriage should not have children			
27	A person should feel comfortable hugging a patient of AIDS.			
28	People who have AIDS should be made to live far away from other people			
29	People who are having HIV/AIDS should not marry with person who is not HIV/AIDS infected.			
30	When a person has AIDS his/her body cannot defend against certain diseases			
31	A person who is living with an ADIS patient can also get AIDS if he shares his clothes and food.			
32	STD's are curable but till now AIDS is incurable			
33	One can get AIDS by tattooing also			
34	Drug abuse can lead to HIV infection.			
35	AIDS is a punishment from god			

SESSION 2 : SENSITIVITY TO HIV/AIDS

Activity 1: IN MY COURT

Specific Objectives of the Session: By the end of this activity the adolescents will:

- Develop decision-making skills for dealing with HIV/AIDS
- Identify other people's experiences and analyze the same.

Content area: Science - Effect of impurities on boiling and melting point

Plug in point: Consequence of substance abuse, HIV/AIDS

Method: Role play

Material required: Handouts containing case studies.

Facilitator's activity: Explain to participants regarding the enactment of a court scene.

Make 10 participants as Jury Members. Divide the rest of the participants into 8 groups. Give same case studies to 2 of the groups. In this way make 4 pairs of 2 groups each, one speaking against the case and one defending the case. Give the groups ample time to prepare their case. One of the members of each of the group can become the lawyer.

Case studies

1. Your best friend met with a nearly fatal accident and was given blood transfusion. After some time he was found to have HIV infection, as the blood he received was from a person suffering from AIDS. Your friend and his family are in a state of shock. Your other classmates have stopped talking to him/her and he/she is totally depressed. Everyone is shunning him/her and the family as well. What can you do in such a case?
2. A young man was discovered as being an AIDS patient just month before his marriage. He has not disclosed his AIDS status to the girl he is to marry. The doctor knows about this and is telling him to tell the girl that he has AIDS so that she does not get the infection, however the young man is not willing. The doctor is in tight spot because on one hand she cannot disclose that the man had AIDS because this is confidential and telling it would mean being disloyal to her profession but on the other hand if the doctor does not tell the girl, the girl's life would get ruined and chances are that if she marries that young man she might

also get AIDS. If you were in the doctor's place what you would have done and why?

3. We are sure that we will never be infected with AIDS so why we have to bother about it. Let others be concerned and work for stopping it. It is neither our concern nor our job. How far do you agree with this statement and why?
4. If any of your near relative is suffering from AIDS will your attitude towards him/her change. If yes why and in what ways? If No why?

Activity 2: I CAN FEEL AND UNDERSTAND

Specific Objectives of the Session: By the end of this activity the adolescents will:

- Learn about HIV/AIDS.
- Be sensitized against the myths associated with AIDS
- Be able to empathize with HIV/AIDS patients.

Content area: English Prose The Model Millionaire- The hero in Model Millionaire empathized with the Millionaire in disguise of a beggar and helped him.

Plug in point: AIDS, empathy

Method: Drama, Discussion

Material required:

Facilitator's activity: Assign the roles to 5 participants and help them prepare for the drama. Divide the rest of the class into groups and make one volunteer the leader for every group. After the role-play write the questions on the board and ask each group to discuss. The leaders can then present the report from each group.

Situation

Ramesh was a class 12th student. He was a well-mannered student. He came from a well to do family. Since a few days he had not been feeling well and had a persistent fever. A diagnosis revealed that he was HIV+. His whole world was shattered. His family was shunned and nobody wanted to be associated with them. He stopped coming to school.

Below is a conversation going on between his classmates:

Riya: Have you heard that Ramesh is suffering from AIDS?

Mihir: Yes, isn't it shameful? I feel horrible that I was his Best friend once.

Manoj: Me too. IT is good he is not coming to school or else we all will also get the infection.

Mihir: I am so scared because I used to drink from his glass and often shared food with me.

Manoj: Me too, infact I also shook hands with him a day before it was discovered that he was an AIDS patient. People like him should be punished severely. I wonder how he contacted that disease?

Riya: I heard he was friendly with a girl from his locality; maybe he must have indulged in some sexual contact.

All 3: That is so shameful.

Priyanka who had been listening to the conversation got very angry.

Priyanka : Will you all stop talking like this. It is hard to believe that in this modern world you people have so many misconceptions. Tell me tell you something about AIDS.

- AIDS is caused by a virus called HIV, which lives in body fluids like blood. Semen, vaginal fluid etc. HIV attacks the immune system of the body by entering the white blood cells and thereby the immune system becomes weak and cannot guard against diseases and infections and hence the body falls a prey to many infections and diseases.
- The HIV virus can be transmitted by blood transfusion, from mother to child, sharing needles, unprotected sexual intercourse and even by tattooing.
- HIV is not transmitted by shaking hands, kissing and hugging, sharing cups and utensils, sharing toilet and bathroom facilities, playing or working together, insect bites, sneezing or coughing, donating blood (with sterilized needles) etc.

All 3: Thanks for the information.

Just then Ravi enters.

Ravi: I went to Ramesh's house. There I learnt that Ramesh got the disease from blood transfusion. Do you remember the nearly fatal accident he had last year? The blood given to him was infected. It is sad that without any fault of his he is suffering. His family is depressed and Ramesh is shocked. Moreover the social stigma is causing havoc. People are avoiding them and no one visits them. Infact I heard their landlord has asked them to vacate the house. We must do something.

Riya: Yes, he requires our love and care. Imagine if we were in his place.

Priyanka: That is right. We must not forget that he is a human being like us and we must be empathetic.

Mihir: I am really ashamed at my behaviour.

Manoj and Riya nod their heads too.

Ravi; lets make an action plan. First we will go to Ramesh house and cheer him up. We will also convince him to come to school when he feels better.

Manoj; I will help him with his studies.

Riya: We all will take turns to go to his place everyday and cheer up his family too.

Priyanka: Apart from this I think we need to have a campaign on AIDS awareness and convince people that Ramesh is an innocent victim. We can also talk to his landlord. I think we all can do it.

All in union: AIDS- it does not need SYMPATHY, it needs EMPATHY.

In the end ask facilitative questions like:

1. How do you feel after listening to Ramesh's story?
2. Is your attitude the same as Manoj, Mihir or is it like Priyanka and Ravi?
3. If you come across a similar situation how would you react?
4. Suppose Ramesh had contracted the disease due to unprotected sex, would your attitude be different towards him then?

Summarize that Empathy means the power of mentally identifying one self with others. It is the ability to accept and understand other's as different. In other words putting yourself in someone else's shoes. This can encourage a positive behaviour towards people in need of care and assistance. In adolescents the quality of empathy is needed so that they develop a healthy respect and a positive orientation towards people from all walks of life, people who are socially stigmatized like HIV/AIDS patients, Drug addicts, criminals, differently abled, suffering from leprosy etc.

Additional activity: Writing an essay on "Empathy towards AIDS patients can help change the negative attitude of people towards HIV/AIDS patients."

MODULE 4

SAY NO TO

DRUGS



ABOUT THE MODULE

A peer is a friend of more or less the same age. Peer group can have both negative as well as positive influence on an adolescents physical, mental, social, personal and spiritual health. Positive influences can be an increase in participation in activities, punctuality, learning new skills and cultivating hobbies, enhancement of self-confidence, recreation, independence, cooperation, and decision-making, development of a healthy value system etc. Negative influences range from bunking classes, poor academic and other performances, rebellious attitude, smoking and substance abuse, eve teasing, bullying, sexual abuse, antisocial activities etc. It is important that an adolescent learns to handle peer pressure and avoid risk behaviours. Drug abuse is seen to be quite common in youngsters and more than often it is due to peer pressure .For this the skill of assertion is required to be build in each adolescent.

OVERALL OBJECTIVES OF THE MODULE

By the end of this module the adolescents will:

- Practice assertion helps to avoid risk-taking behaviour
- Realize the harmful effects of drug abuse
- Be sensitized against drug abuse
- Will learn how to say not to any kind of substance abuse.
- Identify and cope with different forms of pressure to abuse drugs.

MODULE SESSIONS

Session 1: I CAN SAY NO TOO

Activity1: Let's hear a story

Activity 2: How do I deal?

SESSION 1: I CAN SAY NO TOO

Activity1: LET'S HEAR A STORY

Specific Objectives: By the end of this activity the adolescents will:

- Be sensitized regarding the ill effects of substance abuse.
- Think, discuss and understand peer pressure.
- Learn to deal with negative peer pressure.
- Understand that assertion helps to avoid risk-taking behaviour

Content area: Force and acceleration

Plug in point: Like force in physics, in life also one has to deal with forces (pressures). Pressure can be both negative and positive and one needs to distinguish between them. One of the pressures faced by adolescents can be peer pressure. Every adolescents need to understand and develop skills for dealing with negative peer pressure.

Method: Story telling

Facilitator's activity: Narrate the following story to the class

Harish's story

Harish was a class 9th student. He was a very bright and hardworking student and always stood first in the class. Apart from this he excelled in sports too. His parents were proud of him. Recently he shifted to a new school. The new school was very posh and students were from very rich families. . Harish came from a poor family but seeing his dedication and intelligence his parents shifted him to this school so that he can get best of education. His parents worked extra hard to pay for fees and other expenses. Initially Harish found it very hard to adjust in the new environment. All his classmates were very rich and he found it hard to adjust as he came from a poor family. There was a group in his class of 4 students namely Raja, Karim, Suresh and Aman. All of them were from affluent families and used to live luxurious life. They often went for parties, movies etc.They often used to make fun of Harish however Harish was very much impressed by them. He would often dream of enjoying life like they did and secretly nursed a hope to be a part of their group. One day he approached them and requested them to make him a part of their group. Raja the group leader agreed but on one condition that Harish should smoke a cigarette. Harish was taken aback and he refused, all 4 started laughing at him and passed

remarks like “you are a coward”, “you have no guts”, “you are not a man”. Hearing all this Harish felt very challenged and took one cigarette and smoked it though he felt horrible and the cigarette caused him to cough a lot. Raja and others then included Harish in his group. Harish was happy but soon he realized his mistake. The group was very notorious and indulged in all bad activities, they smoked and took drugs too and were not concerned about studies and their future. Harish also felt in the habit of smoking though he tried many times to stop himself. Examination were approaching and Raja and group were not prepared. They forced Harish to steal the question papers from the principal’s desk and threatened him threat if he refused they would tell his parents that he smoked. Naturally Harish did not want his parents to know this so he agreed to steal, although he knew it was a crime and felt horrible. Bad luck prevailed and the principal caught Harish. He was expelled from school. Raja and his friends did not come to his rescue, infact they denied that they had sent him for stealing. Harish’s parents were heartbroken. Harish was devastated, his academic year was wasted and his future was ruined.

Ask Facilitative questions to the participants like:

1. If you were in Harish’s place what would you have done?
2. Where did Harish go wrong?
3. Which skills did Harish lack?
4. Have you ever faced such peer pressure?
5. How should one deal with peer pressure?

Related activity: Give a lecture on smoking and its ill effects.

Activity 2: HOW DO I DEAL?

Specific Objectives of the Session: By the end of this activity the adolescents will :

- Learn how to practice the skill of assertion to avoid risky situations
- Learn the skill of decision-making

Content area: Chemical compounds

Plug in point: Drug and their ill uses

Method: Role-play

Material required: Chits of paper

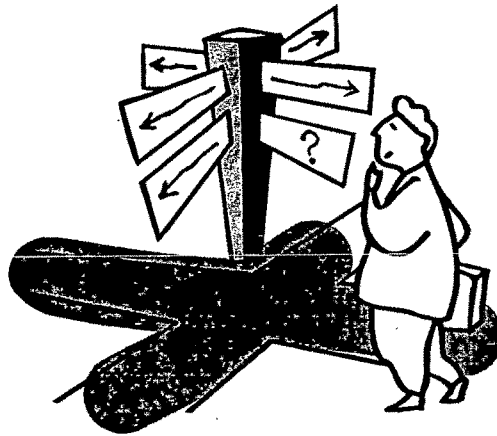
Facilitator's activity: Make 4- 5 groups of participants. Select one volunteer leader from each group. Give chits of paper to them. In each chit a typical problematic situation is written. The volunteers have to act out the situation non-verbally and explain it to the other group without speaking. The groups have to analyze the situation. If they feel they have understood the problem one of the group member can come and non verbally act out what they have understood and what should be the solution to the problem. Give chance to all the groups to participate. In case any group identifies and gives the solution correctly award them marks.

Problematic situations

1. Your friends are forcing you to smoke
2. You are caught smoking by your parents.
3. Your best friend smokes and you don't like it.
4. Your father smokes and your sister is an asthma patient.
5. You are out for movie and a person in the hall is smoking.
6. The pan vendor near your home sells cigarettes to persons below age of 18 years.
7. Your neighbour chews gutka and spits on your walls.
8. An alcoholic father returns home and there is fight in the house.

MODULES 5

DECISIONS MAKING



ABOUT THE MODULE

Adolescence is a phase of life, which is highly crucial as far as decisions making is concerned. It is time of life when an individual on threshold of adulthood has to make and implement decisions regarding the course of life. In order to make effective decisions adolescents need to be focused and have the right abilities to critically analyze situation in context of the possibilities and appropriately decide on the course of action.

OVERALL OBJECTIVES OF THE MODULE

By the end of this module the adolescents will:

- Be able to set realistic goal
- Be able to plan appropriately for attaining goal effectively
- Develop decision making skills
- Take decisions as per the needs
- Understand personality type and develop the personality traits.

MODULE SESSIONS

Session 1 GOAL SETTING

Activity1: I can be Arjun too

Session 2 GOAL ATTAINMENT

Activity1: D SIDE.DECIDE

Session 3: DECISIONS AND NEEDS

Activity1: Let's trek on Hill of Needs

Session 4: MY PERSONALITY

Activity1: A-P-A –WHERE DO I FIT

SESSION 1 GOAL SETTING

Activity1: I CAN BE ARJUN TOO

Specific Objectives: By the end of this activity the adolescents will:

- Realize the importance of setting up goals and planning for them.
- Recognize their short and long term goals.
- Develop strategies for the fulfillment of the goals.

Content area: Planning of towns:

Plug in Point: Harrapan culture- being systematic and setting up achievable goals

Method: Lecture cum discussion

Material required: blackboard, sheets of paper

Facilitator's activity: Begin the class with a lecture on goals and their importance. Almost everyone has dreams for the future, but dreams will not come true simply because we want them to. If we want something to happen, we have to set **goals/ objectives** which are realistic and work hard to reach them. Goals can be either short term or long term Short term goals can be passing in an exam, learning a skill over a period of time, etc. Long-term goals can be going for a particular career; marriage, settlement etc. Have a clarity regarding the goals. Unclear goals will never offer a practical way of achieving them. E.g.

Unclear goal

1. I want to be an athlete
2. I want to excel in mathematics
3. I want to help my parents
4. I want to do something for environment

Revised goal

- I will practice athletics daily.
I will get extra books and practice 50 sums daily.
I will help in cooking evening meals and do laundry.
I will join the green fingers club

Write unclear goals on the board. Have participants working individually or in pairs, rewrite each goal so it is more measurable and observable. Invite volunteers to share their revisions with the class. For each goal, discuss why the revision is clearer than the original. Discuss the meanings of short-term goal and long-term goal. This session provides one kind of action plan, which will help the participants to map out their future goals .Ask the participants to prepare a goal sheet on the following lines:

1. Identify your goals. Write the most important short and long-term goals.

2. Good things that I will get if I reach my goal? E.g. if I get good marks I will get a seat in medicine.
3. What stands between my goal and me? e.g. my parents do not approve of my interest in fashion designing, health problems, financial problems etc. study enough, and this could be an obstacle to passing my exams.
4. What do I need to learn or do? i.e. How to maximize potential.
5. Who supports and encourages me? Parents, teachers etc
6. What is my plan of action? e.g. To make a strict schedule for study etc.
7. Completion target - How much duration will take for fulfilling the goals?
8. Reward yourself on meeting the goal.

SESSION 2: GOAL ATTAINMENT

Activity1: D SIDE.DECIDE

Specific Objectives: By the end of this activity the adolescents will:

- Learn how to take decisions effectively
- Assess the impact of decision on life

Content area: Science- Newton's law of motion

Plug in Point: Newton's third law -Cause and effect relationship, which can be related to the impact of positive and negative action on life

Method: Lecture cum discussion

Material required: Blackboard

Facilitator's activity: Give an introductory lecture to the participants .To be personally responsible, we must think carefully about our actions and analyze whether they support our goals or will prevent us from attaining those goals. We must know how to evaluate possible actions and choose one that will have positive short and long-term consequences. In short, we have to be able to make sound decisions, some of which may affect us for many years to come. Because decision-making depends on our judgment and our values, sometimes the best option for one person is not the best for someone else.

Discuss with the participants the ways in which decisions affect own lives and the lives of others. Ask participants to suggest factors that influence our decisions, such as goals, values, and beliefs: family rules and expectations: peer pressure; and heritage and customs. Write the factors on the board and ask participants to indicate by a show of hands which influences can help to make good decisions and which can lead to poor decisions. Guide participants to recognize that each source of influence could be good or bad. Discuss with participants the steps involved in making a good decision. The steps that follow make up a process known as DECIDE. Discuss with the participants using the following guidelines. Following the steps of the process will help us make positive decisions that support our goals.

DECIDE MODEL

1. Describe the decision to be made.

2. Explore your options. List as many as you can.

3. Cross out the negative options. Cross out any that are against the law, ruins your religious teachings, or your family's wishes, Are harmful to you or others, conflict with your goals and values.

Describe the decision you need to make.

Explore your options.

Cross out the negative options.

Investigate the positive options.

Determine the best course of action.

Evaluate what happens as a result.

4. Investigate the positive options. List the advantages and disadvantages of each option. Don't hesitate to ask the adults in your life for their advice

5. Determine the best course of action. Consider how the people you respect and care about might react to this choice.

6. Evaluate what happens as a result of your decision. Should you choose the same option next time? Why or why not?

Home Reflections: Give few situations to participants and ask them to use the above steps and reach a decision.

1. A person whom you like a lot has invited you to a party. You are very excited. The party is on Wednesday and you have a scholarship exam on Thursday, which you don't want to miss. What will you do?

2. All your friends are forcing you to find someone you can date. However you feel you are not ready and want to devote your time towards studies and making a career. Your friends tease you and .You don't want to loose them and at same time you are focused on your goal. Being with them means you have to do what they want. What should you do?

SESSION 3: DECISIONS AND NEEDS

Activity1: LET'S TREK ON HILL OF NEEDS

Specific Objectives: By the end of this activity the adolescents will:

- Recognize the sequence of domination of needs on the decision-making.
- Get sensitized regarding social problems and their basic causes

Content area: Maths- Trigonometry

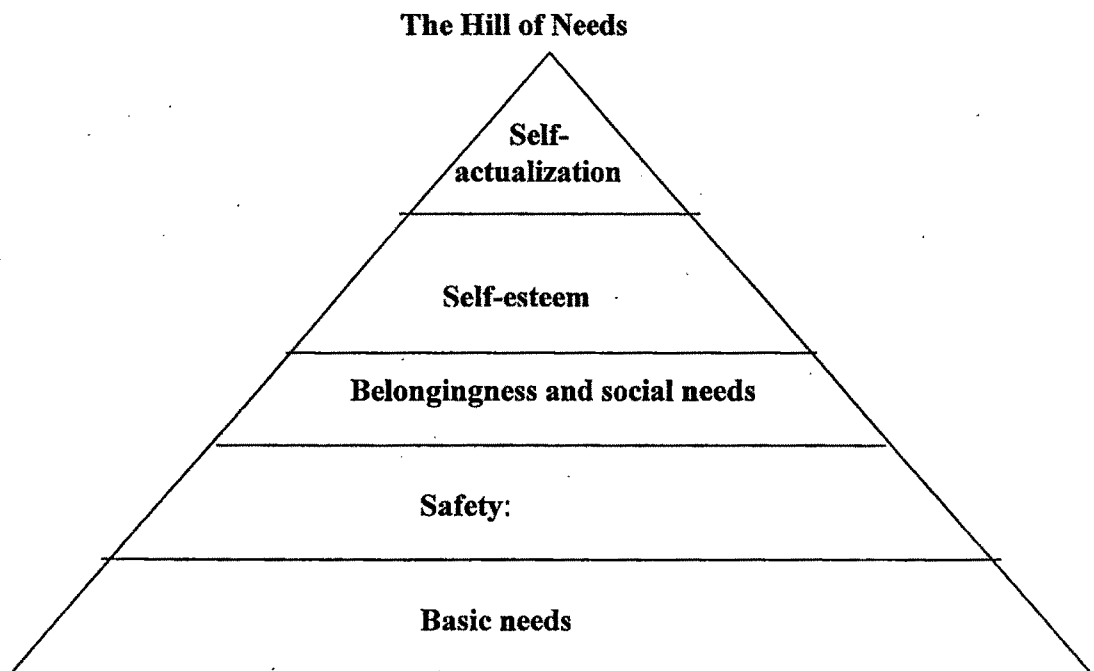
Plug in Point: Angle of elevation always formed by looking upward from the base. Same ways in life one has to steadily move and fulfill the needs so as to reach the highest state

Material: paper, pen, and blackboard.

Method: Lecture cum discussion

Facilitator's Activity: lecture the participants on needs and their importance in decision-making. Use the information given in the note.

Note: Every decision is usually made for the fulfillment of some need. By understanding need one can understand the behaviour as well as the reasons behind the decisions. Needs and Wants are different. Needs are to improve the quality of life, and want is a desire for something we could live without. E.g. wanting new clothes, becoming monitor of class



Basic needs: the need to survive i.e. food air water, sex

Safety: both physical and mental security. Belong love and acceptance by people

Belongingness and social needs: getting companionship, acceptance love, affection, and cooperation.

Self-esteem: Respect recognition and respect for our achievements, self-respect

Self-actualization: to become what we want and realizing and developing our potentials through physical, mental, spiritual, social and emotional growth.

Whatever decisions we take in life depends on fulfillment these needs. If each of these needs were not met it would produce negative effects.

Ask the participants to list down the negative effects that will be produced if each of these needs is not fulfilled.

- Basic needs: hunger, theft, poverty, illiteracy, population explosion, corruption, violence, conflict, war,
- Safety needs; Conflicts, war, crime, violence
- Love needs: maladjustments, substance abuse, conflicting behaviour, aggression, lack of confidence, apathy, rape, sexual abuse, divorce, suicide, unwanted pregnancies,
- Self-esteem: frustrating aggression, competition, inferiority complex, depression, suicide, worthlessness,
- Self-actualization: no creativity and self-development,

Activity for the participants: Action plan to meet their needs in life. Divide the class into groups of 5 – 6 participants. Give a situation to them. Situation could be that they are lost in the sea and come to a uninhabited island. There is no one living in that island and it is totally deserted. They will have to stay there for some days till they are found. Now ask them to develop an action plan as to how they will fulfill all the above 5 needs. Each group would then make a presentation and then imitate a discussion by asking certain questions like:

1. Were you able to fulfill all your needs?
2. At this stage which need/needs do you consider to be most important?
3. Make your own priority list of the needs?
4. Which need according to you was the most difficult to fulfill and why?

5. Which need/ needs required group support?
6. What do you conclude from this activity?

SESSION 4 MY PERSONALITY

Activity1: A-P-A –WHERE DO I FIT

Specific Objectives: By the end of this activity the adolescents will:

- Assess their personality types
- Learn the skill of assertion
- Learn to say No when it is required

Content area: Hindi – Nirmala- Prose

Plug in Point: The lesson deals with child marriage where the protagonist was forced for marriage and can be used to teach participants how to say no when it is required and develop assertion skills

Method: Lecture cum discussion, situational analysis

Material required: Paper, pen, handouts containing situations

Facilitator's activity: Explain to the participants about the types of personalities .Use the following notes for explaining

Note: The ability to take a decision depends upon what kind of personality one has.

There are three types of people: Assertive, Passive and Aggressive.

Assertive	Passive	Aggressive
Stands up for own rights without putting others rights down or hurting them Have regard for themselves as well as others Listens and talks, negotiates Confident, but not pushy Look straight into eyes and talk, clear tone. Are balanced.	Makes no attempt to stand for their rights Always put others first and give in to what they say Submits to others. Lets others decide for them. Always apologetic Talk quietly, nervous, have sagging shoulders, lack of confidence Avoiding Crying Withdrawal Sulking taking it out on the wrong person Feeling low and depressed Talking behind back Forgetting it	Stand up for their rights without thinking about others Think of themselves only Overpowers others and reach goals at the sake of others Never apologize, on an ego trip, always pushy and dominating and demanding Shout, criticize, fight, insult Behaviour type Attacking behaviours Shouting Nagging Revenge Threatening Sarcastic Interrupting Exploding Insulting

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Eg: You are standing in a long queue for a long time and someone who just came wants to stand ahead of you.

- Submissive person will let that person go ahead.
- Aggressive person will start fighting.
- Assertive person will be polite but firm and tell the person not to break discipline and make sure that he stands at the back.

What prevents one from being Assertive?

- Low self concept and self esteem
- Lack of confidence
- Fear of rejection
- Lack of patience
- Poor interpersonal relations
- Ineffective communication skills
- Submissive personality
- Value system
- Family orientation

How to be assertive?

Step 1: Begin by explaining your position. State your views, feeling honestly and be open about them. Take responsibility for your actions and stand up for yourself taking care not to violate others' rights or hurt anyone. Be polite but firm.

Step 2: Offer an explanation for your stand. Don't be unreasonable but make others understand and acknowledge your position positively.

Step 3: Listen to what others have to say. Be patient. Try to acknowledge their views and feelings too. Attempt should be for a positive communication.

Step 4: Negotiate if needed but never submit at your own expense.

Step 5: Stay firm on your decision.

How to say No?

1. First be convinced that you want to say No
2. Be firm but polite when refusing
3. Do not give any excuse
4. Be honest with yourself and others
5. Body language should suit your message i.e. be a little serious. Tone should be clear and strong. Look straight into eyes and talk. Don't look clumsy, shaken up or uncomfortable.

6. Try to avoid any further discussion.

7. Don't be harsh but at same time don't look apologetic too.

Student's activity: Give few situations to the participants to analyze and present their responses

Situations

1. A group of participants are teasing your friend because of his appearance. They look to you to join in. They say 'isn't this person looking like a joker?'

You say:

Aggressive response...

Submissive response...

Assertive response...

2. You are in a shop with a friend. You see him steal some sunglasses and put them in his pocket. Your friend says casually, "Why don't you take a pair as well, are you scared?"

You say:

Aggressive response...

Submissive response...

Assertive response...

3. You bought a pair of expensive sports shoes at a roadside shop *two* days ago and they have already started to come apart at the sides. On taking it back to the shop you ask the sales person for a refund or replacing these with a different pair, commenting that you think the shoes were poorly made. The sales person says "You didn't wear them properly. And anyway, it's no our policy to give refunds or replace. I told you on the day that you purchased it that we do not refund or replace the items once sold".

You say:

Aggressive response...

Submissive response...

Assertive response...

4. You are spending an evening with your friends. Everyone is being offered cigarettes, drugs and alcohol and some people agree to take them. You choose not to take any of them. Some starts to call you 'a coward'.

You say:

Aggressive response...

Submissive response...

Assertive response...

5. You lent some money to a friend about two months ago, and have phoned twice to ask for it back. You run into him in the street, and ask for the money to be returned in 24 hours. He says 'Oh, don't worry, I'll give it back sometime I guess.'

You say:

Aggressive response...

Submissive response...

Assertive response...

Home Reflections: *Personality Assessment Test*

Give sheets of the following test to participants and ask them to assess their own personalities. Ask them to select at least 10 statements. If the participants select maximum a then their personality is Aggressive, if maximum b then passive and if maximum c then assertive. If it is combination of a, b or c with more or less equal numbers then they are mixed types showing traits of both or all three types.

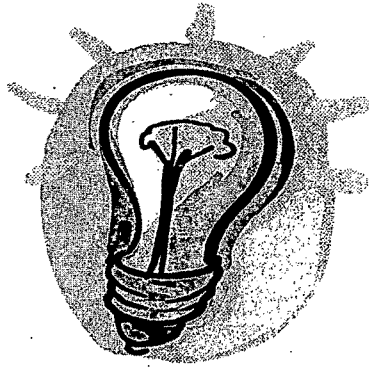
Statements

- a. In any situation I always want to win.
- a. I disagree openly without hurting any one's feelings
- b. Though I know I am correct yet I submit to others to avoid any conflict.
- b. I agree rather early on than argue about any point.
- b. I usually let people decide for me.
- c. I stand up for my own rights and make others understand

- b. I give in as soon as others get emotional or violent about any issue.
- c. I explore the issue by not backing out but not imposing my views either.
- c. I look straight into eyes of people when I say No.
- b. I am usually apologetic when I say No
- c. I listen to others and try to negotiate if needed.
- b. People often take advantage of me and I know when they do this.
- a. I win arguments by dominating others.
- b. When I feel angry with people I bottle it up rather than expressing it.
- c. I feel confident in my abilities to stand up for my rights.
- b. If others interrupt me when I am talking I suffer in silence.
- a. I don't mind shouting or insulting others if it helps me get my work done.
- c. I can always express my opinions and feelings freely.
- a. If people are rude, I will be rude right back.
- a. I hate to compromise.
- c. I ask for recognition when I really feel I deserve it
- a. I never feel that I am wrong.
- a. I always want to have the last word.
- b. I lend things to others even when I really don't want to.
- a. I act on impulse without thinking about consequences.
- c. I look for a mutually satisfying solution.
- a. I can easily say No without caring for other's feelings.

MODULE 6

BEING CREATIVE



ABOUT THE MODULE

Creativity is the ability to look at a familiar situation, task or problem and see solutions that go beyond the conventional, the normal or the standard procedure. It enables the exploration of all the possible alternatives as well as the pros and cons in order to effectively solve problems and take meaningful decisions.

OVERALL OBJECTIVES OF THE MODULE

By the end of this module the adolescents will:

- Be able to the adolescents to realize their potential.
- Develop creativity skills.
- Be able to become innovative.

MODULE SESSIONS

Session 1: CREATIVITY AND POTENTIAL

Activity1: Game: The Many Facets

Session 2: BEING PROACTIVE

Activity1: Look before you leap.

Session 3: FOSTERING CREATIVITY

Activity1: Word Worth

SESSION 1 CREATIVITY AND POTENTIAL

Activity1: THE MANY FACETS

Specific Objectives: By the end of this activity the adolescents will:

- Realize their immense potential and how to maximally use it.

Content area: Science Power- potential,

Plug in point: Relate power and potential to individual's capacity to accomplish many things. Even a simple object has multiple uses. Only thing is one has to critically look at it. Similarly every human also has immense potential but we limit ourselves not realizing how much further one can go. Each one has to realize their potentials. Life offers many opportunities for those who know their potentials.

Method: Game

Material: Black board, chalk

Facilitator's activity: Write the names of few objects on the board. The objects must be preferably from daily use. Ask the participants to list down as many possible ways of using the object. Give a time of 5 minutes. Now ask the participants how many uses they could list. Begin with the student who has named the highest number of uses.

Example: Scale: measuring, cutting fruit. Bookmark, killing mosquitoes. whacking people, comb, lid opener, spread butter on bread, digging, starting a non moving fan, playing table tennis, as a stand, cleaning edges, filing nails, as a spoon, as a weapon,

Similarly ask them to give multiple uses of objects like: cup, piece of cloth, book,

SESSION 2 BEING PROACTIVE

Activity1: LOOK BEFORE YOU LEAP.

Specific Objectives: By the end of this activity the adolescents will:

- Be able to think and anticipate events imaginatively
- Develop the skill of innovation.
- Develop proactive thinking

Content area: Science - Balancing forces

Plug in point: Importance of maintaining balance in life, thinking before any action

Method: Enactments and discussion on common life situations.

Material required: Handouts containing situations

Facilitator's activity: Give a few possible situations in class. Ask the participants to develop a course of action for dealing with the situations. Some situations could be:

1. Your Mother's birthday is approaching and you have finished your pocket money. You want to give her a present. What would you do?
2. Your brother suddenly fell from the staircase and no one is home expect you. What will you do?
3. Your cousin is getting married just 3 days before your final exams. You are very fond of your sister. Her marriage is to be held in a different city. What will you do?

SESSION 3: FOSTERING CREATIVITY

Activity1: WORD WORTH

Specific Objectives: By the end of this activity the adolescents will:

- Be able to indulge in creative thinking in adolescents.
- To speedup up the thinking process by brainstorming.
- To create an awareness regarding various issues and problems.

Content area: Social Sciences -Problems of my country and their solutions

Plug in point: Gender sensitization, AIDS and other grave problems of society

Method: Presentation and discussion.

Material: paper, pen, and cards

Facilitator's activity: Divide the class into several groups. Each group is given a topic written on a card and asked to reflect on the topic. Each group is to maintain the secrecy of his topic. The teacher would then give any word related to the topic to the group. The group, which gets the word, has to reflect on linking the word with the topic given to them and present it. If they are unable to do , then give another word. Once they give the presentation, the other groups have to guess the topic, which was initially given to them.

Example: Group1 topic: One should be given the independence to choose own career.

Related topic: Days, Newspapers, gender, and marriage

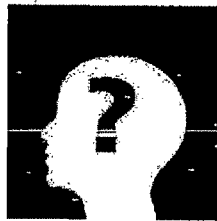
The word gender is selected.

Group 1: Regardless of one's gender each should be given the freedom to choose one's own career. Girls and boys are treated as equal. Girls should go for the same jobs as boys. The remuneration offered to both should be same. Gender stereotyping in jobs has to be abolished. It is not right to say that the role of a woman is to reproduce and man to produce. Think of Kalpana Chawla. If she can do it why can't others?

Probable topics	Related topics
Infatuation and love	AIDS, Suicide, pregnancy, marriage, birth control
Facing failures	Parents, Money, responsibilities, potentials
HIV/AIDS	Drugs, Peer pressure, diseases, medicines
Sexual harassment	Relatives, marriage, dowry, illiteracy, infatuation
Television	Social evils, crime, fashion, competition, socialization
Environment	Diseases, population, poverty, migration, extinction
Health	Food, doctors, death, exams, population

MODULE 7

CRITICAL THINKING



ABOUT THE MODULE

Adolescence is an important stage in which the adolescents are in the process of deciding their goals, priorities and values. These decisions go a long way in influencing their life styles. At this juncture adolescents need to carefully decide between the pros and cons , weigh the alternatives and analyze information and experiences in an objective manner. Critical thinking thus helps the adolescent to recognize and assess the factors that influence attitudes and behaviour namely – values, peer pressure and other pressures. It helps them to form the right attitudes towards life and developing responsible behaviour.

OVERALL OBJECTIVES OF THE MODULE

By the end of this module the adolescents will be:

- To learn to accept truth only after verifying it.
- To develop self-confidence.
- To develop creativity as well as critical thinking.
- To understand the importance of being proactive in life.
- To learn to accept difference in perceptions and respect for others way of

MODULE SESSIONS

Session 1: WEIGHING DOWN THE PROS AND CONS

Activity 1: YOUR CASE- MY SAY

Activity 2: GAME: DIFFERENT FOLKS DIFFERENT STROKES

SESSION 1 WEIGHING DOWN THE PROS AND CONS

Activity 1: YOUR CASE- MY SAY

Specific Objectives: By the end of this activity the adolescents will:

- Be innovative as well as proactive and learn to handle difficult real life problems.

Content area: Science - Experiment on force of gravity

Plug in Point: Accept things only after verifying their credibility. Be innovative in life.

Have a confidence in own strengths and learn to acknowledge failures as a step towards success. Be creative and analyze all aspects critically. Need is to be proactive in life.

Method: Lecture cum discussion

Material required: Handouts containing case studies

Facilitator's activity: Give the following case studies to participants and ask them to work in groups and come up with the probable solutions to the situations.

Case studies: Manisha is a class 9th student. Her parents are very ambitious and want her to always top the class. They make her sit every day at least for 5 hours with her books. The moment she enters home she is under pressure to complete her homework before tuition class. After tuition class in the evening she is again made to sit till late night with her books. Her parents feel that this way Manisha will do well in her studies and they feel very satisfied when they see her with books. Manisha spends time with books but she is so tired that she cannot concentrate on her books. To please her parents she sits with her books but is most of the time making notes rather than reading them. As a result she is ill prepared for the exam and usually goes blank on seeing the question paper. Her parents blame the school and teachers for her poor performance because they feel it is not manisha's fault since she is always seen with her books. What is the solution to this case?

2. Namrata and Kapil were childhood friends. They study in the same class and are neighbours too. Both of them help each other with their studies. Of late they have noticed that other participants of their class have started teasing them about their friendship. They feel that both of them are in a relationship. Namrata and Kapil are very disturbed by all this. They have many time reasoned out with their classmates that they are just friends but no one believes them. This has led to straining of their relationship to the extent that both stopped talking to each other. It is also affecting their studies as they are not able to

help each other with notes nor do they study together. Namrata was so disturbed that her performance went down and Kapil in turn became very introvert. Who is to be blamed for this situation?

Activity 2: GAME: DIFFERENT FOLKS DIFFERENT STROKES

Specific Objectives: By the end of this activity the adolescents will:

- To analyze every situation critically and arrive at the best solution

Content area: Hindi- Nirbhayata-Prose

Plug in Point: lesson deals with short incidence of courage, determination and fearlessness .Can be related to dealing with problematic situation in life

Material: few cards with problems written on them

Facilitator's activity: Divide the class into several groups. Take few blank cards or papers. Write certain problematic situations on it. To each group give one such paper/card. Ask them to write one solution to the situation. Once a group finishes they have to pass on the paper to the next group. The next group will have to write another solution to the problem. No group can repeat the solution written by some other group. After finishing ask the group leaders to read out the cards. Initiate a discussion.

Certain situations could be:

1. Rohit is a friendly boy. He likes to talk with all his classmates, whether boy or girl. Neena is his classmate. She has lot of difficulties in mathematics and performs poorly in the subject. Rohit is good in maths and so starts helping Neena with her studies. The rest of the classmates start teasing them both. They drill into Neena's head that Rohit helps her because he has special feelings for her, however Rohit is helping only as a good friend. Neena starts believing all this and starts living in a dream world. Rohit on realizing this makes it very clear to her that he is just a good friend. This badly affects Neena and she gets depressed and stops talking to him. Rohit does not want to see her depressed at the same time he would just like to be a good friend. What should he do?
2. Geeta and Sumant are childhood friends. They spend a lot of time studying together, exchanging notes and discussions etc. They never consider themselves to be "lovers". One day some mischievous participants write on the blackboard

that they are lovers. The whole class makes fun of them. Both are hurt, ashamed and upset. Geeta stops coming to school while Sumant stopped talking and remains isolated. Both are very depressed. What should they do?

3. Krishna is a student of 10th standard. His parents are very ambitious. They want him to excel in all fields. Krishna goes for tuition of all subjects though he is very good in academics. Besides this he goes for music, art learning as well as karate training. He also attends the cricket camps and cultural club. All these activities consume the entire day and the result is that he has no leisure time. He has no friends also because he is busy whole day. Lately he has lost lot of weight and experiences fatigue. He wants to break free from his routine but he fears his parents. What should he do?
4. Mary is a class 9th student. Her friend Neetu lives very near her house. They both spend lot of time at each other's place. Neetu has an elder brother Robin. Of late Mary feels Robin looks strangely at her. He often stares at her, which makes her feel very uncomfortable. One day in Neetu's absence he tried to touch and misbehave with her. Mary was very frightened and ran away. What should she do now?

MODULE 8

PEER PRESSURE



ABOUT THE MODULE

Adolescence is a time of experience a drastic change in relationships with the family, peers, people of the opposite sex and society in general. An important influence during this period is the peer group, which suddenly gains great importance. The security provided by peers undergoing similar stress gives them a feeling of oneness. At times adolescents succumb to peer pressure and indulge in undesirable behaviours and practices. This can be mainly attributed the intense desire to be accepted by the peer group, be popular, fear of being isolated and lack of will power and assertiveness.

OVERALL OBJECTIVES OF THE MODULE

By the end of this module the adolescents will:

- Understand the true essence of friendship
- Learn what kinds of friends to make
- How to maintain good friendships through the tumultuous changes of adolescence
- Identify behaviour patterns, which are wrong, self-destructive, decrease self respect.
- Identify the situations, areas and issues where peer pressure seems to hold great influence.
- Become aware of one's own personal identity and effect of peer pressure on it . :
- How to stop conforming to peer pressure without harming the relationship.
- Develop a personal code of behaviour to be used to resist peer pressure.

MODULE SESSIONS

Session 1: WHO IS A FRIEND?

Activity 1: You are the one

Activity 2: Positive and Negative Kinds of Relationships

Session 2: HANDLING PEER PRESSURE

Activity 1:I can deal with this

SESSION 1: WHO IS A FRIEND?

Activity 1: YOU ARE THE ONE

Specific objectives: By the end of this activity the adolescents will:

- Realize the importance of friends in their life
- Realize the virtues of a true friend

Content area: Hindi Poem Tulsi Dohawali. Doha's related to good and bad virtues and influence of company

Plug in point: Friendship and role of peers in life

Method: Activity and presentation

Material required: Colour pens, magazines, chart papers

Facilitator's activity: Ask the participants to think that they are working in an advertising firm and they have to make an advertisement for an ideal friend. The participants should be allowed to be as creative and use audio visual aids for their advertisement. Provide them with colour pens, chart papers, old magazines, and other material, which they can use. The following checklist can be given them for help.

Good friend checklist

- Is fun, dependable and trustworthy
- Respects you
- Are trustworthy.
- Gives you space
- Care for you
- Listens to you when you need to pour your heart..
- Never puts you down or hurt feelings.
- Tries to understand your feelings and moods.
- Helps you to solve problems.

- Gives you compliments.
- Disagrees with you without hurting

Once the participants finish making the advertisement, ask them to present their advertisements. Discuss about the qualities of a good friend as per their advertisement. Ask them to reflect on whether their friends are as per their advertisements and whether they are true friends or not.

Activity 2: POSITIVE AND NEGATIVE KINDS OF RELATIONSHIPS

Specific Objectives: By the end of this activity the adolescents will:

- Learn how to choose the right kinds of friends
- Look at relationships more critically.

Content area: Mathematical operations Plus minus

Plug in point: Positive and negative influences of peers

Method: Discussion

Material required: blackboard, chalk

Facilitator's activity: On the blackboard write down two heading negative and positive.

Put the following statements either on the board or on a chart paper.

Statements

- Some one who is intelligent
- Attractive
- Wears fashionable clothes
- Is popular figure
- Has lot of money
- Is interested in sports
- Is helpful
- Has a extrovert personality
- Has vehicle and rides it
- Gives expensive gifts
- Is empathetic

- Listens to all my problems
- Enjoys life
- Takes risk in life and is adventurous
- Belongs to a high status family
- Academically bright

The participants have to categorize them under positive or negative headings.

Now ask them to give criteria for choosing friends. Discuss the impact of the negative and positive responses and the effect of them on personality.

SESSION 2: HANDLING PEER PRESSURE

Activity 1: I CAN DEAL WITH THIS

Specific objectives: By the end of this activity the adolescents will:

- Identify the situations, areas and issues where peer pressure seems to hold great influence.
- Become aware of one's own personal identity and effect of peer pressure on it.
- Learn how to stop conforming to peer pressure without harming the relationship.
- Develop a personal code of behaviour to be used to resist peer pressure.

Content area: Science Chemistry - Corrosion

Plug in Point: Unfavorable circumstances and dealing with them, handling peer pressure, becoming assertive.

Method: Role-play

Material: Paper chits

Facilitators Activity: Write the following situation on pieces of paper. Make pairs or groups of 2-3 participants. Ask each group to pick up a chit and enact out the scenario.

1. Your friend keeps saying or doing something that hurts your feelings.
2. You find out your friend has been telling stories about you that aren't true.
You and your friend both want to contest for the class representative post.
4. Your friend invites you to go for a movie but calls back an hour later to cancel. You find out your friend went to movie with someone else.
5. Your friend starts acting in ways that you think are wrong (drugs, stealing, being rude, etc.).
6. You and your best friend have started liking the same person.
7. Two friends of yours are not on talking terms with each other and demand that you choose one of them.
8. Your friend is very possessive and does not like you talking or being friends with others and wants to spend more time with you than you want to spend with him or her.
9. Your friend is on the brink of failing a class and begs you to help him/her cheat.
10. Your friend has started smoking and is forcing you also to start

11. Your friend does not want to not attend classes and he wants you to give him company by you too bunking the classes in the exam

Once the enactment is over ask the participants about their observation regarding the situation in terms of what was the situation, what was happening etc. Now ask the participants to write down what should be done in the shown situations on paper chits and put it in the question box. Read aloud the responses of participants and follow it up with a discussion

Give the following handouts to the participants:

Handout

What does being assertive mean?

It means: Being able to stand up for one's own values and needs.

- Take control of one's decisions.
- Trust and value one's own feelings.
- Recognize and use non-verbal communication.
- Recognize the attempts of others to control
- Be proud and take pleasure in saying 'No' when one wants to say 'No'.

Steps in being assertive

- Stating your position
- Offering a reason / explanation
- Acknowledging the other person's feelings

Ways to say NO

The ways are:

- Polite refusal
- Giving a reason
- Repeat the refusal statements
- Walk away
- Ignore the person
- Avoid the situation

MODULE 9

EFFECTIVE

COMMUNICATION



ABOUT THE MODULE

Communication is transmission of message from one person to another through use of relevant media. Effective communication is the ability to express oneself both verbally as well as non-verbally in an appropriate manner. This means to be able to express desires, opinions, fears and seek assistance and advice in times of need. The issues of problem solving, resolving conflict and maintaining positive relationships are vital to the lives of adolescents.

OVERALL OBJECTIVES OF THE MODULE

By the end of this module the adolescents will:

- Earn to communicate effectively
- Differentiate between positive and negative communication
- Be able to practice listening skills.
- Develop the ability to communicate without bias and prejudice

Session 1: POSITIVE AND NEGATIVE COMMUNICATION

Activity 1: The way to say it

Activity 2: My head says it all

SESSION 1: POSITIVE AND NEGATIVE COMMUNICATION

Activity 1: THE WAY TO SAY IT

Specific objectives: By the end of this activity the adolescents will:

- Realize the importance of effective communication
- Understand the way to communicate effectively
- Distinguish between positive and negative communication.

Content area: English Prose- Say the Right thing. The lesson is concerned with saying the right thing at the right time

Plug in point: Interpersonal communication

Method: Lecture, demonstration

Material required: blackboard, chalks

Facilitator's activity: Highlight the importance of communication. Say to the participants "There are two ways to communicate with other people. You can make them feel good about themselves positive communication, or you can make them feel bad about themselves -- negative communication." positive communication enhances self-esteem. Often when people don't like something you have done, they criticize you and not just your actions. For instance, if you dash against someone while driving, or bump against someone they will often shout at you, calling you some names like jerk, fool etc. maybe you did a mistake but that does not make you a jerk or fool. we all do mistakes but never doubt your capabilities.

Demonstrate the two forms of communication.

Teacher "Rahul. You are wrong again." **Negative**

Teacher "Good try Rahul, You can do it, think again." **Positive**

Teacher "Praveen you have again not done your homework, I am sure you will fail this time."

Teacher "Praveen is everything okay? I have been observing that you are unable to do your homework? Is there a problem and can I be of any help Teacher "This class is horrible, my last year's class was excellent. Why can't you all be like them?

Teacher "My last year's class was excellent but I am sure you all can outdo them."

Teacher “You got less marks because you did not study.” (Never Be like this)

Teacher “You could have got more marks had you studied more. Next time I am sure you will do it.

Explain to the participants about the importance of positive communication. You can give them certain negative sentences and ask them to rephrase in positive way

Activity 2: MY HEAD SAYS IT ALL

Specific Objectives of the Session: By the end of this activity the adolescents will :

- Know about the barriers to effective communication
- Develop tolerance and listening skills for effective communication

Content area: Science –Sound

Plug in Point: Barriers to communication

Method: Activity and discussion

Material required: Headbands

Facilitator’s activity: Write each of these phrases on a separate headband: *Listen to Me. Ignore Me. Criticize; Me. Agree with Me, Praise Me, Interrupt Me.* Ask six volunteers to sit in the center of the room and tape a headband on each. Do not let the volunteers read their own headbands, and ask the rest of the participants not to tell the volunteers what their headbands say. Tell the volunteers they have 10 minutes to talk on introduction of value education in school curriculum. . During the discussion, the volunteers are to react to each other based on the headbands. Ask the class to watch for ways the headbands influence the team’s interactions. After the group discussion and before the volunteers read their headbands, ask each volunteer to explain whether he or she felt his or her opinions were valued during this discussion. Then have the volunteers guess what is written on their headbands. After all the volunteers are aware of what was written on their headbands, discuss the following questions with the entire class:

- How did group members with negative headbands respond after others criticized, ignored, or interrupted them?
- How did members with positive headbands respond when teammates listened to, praised, or agreed with them?

- What are some ways the instructions on the headbands changed the group's interactions?

Link this exercise with the following aspects of interpersonal communication and discuss the importance of each.

- Tolerance
- Effective listening
- Assertion
- Positive
- Individual differences

Lecture the adolescents on how to behave with parents, friends, and teachers. How to be sensitive to other's needs and view things from other people's perception too.

MODULE 10: **INTERPERSONAL** **RELATIONS**



ABOUT THE MODULE

Adolescence a stage of “stress and storm” often leads a typical adolescent to differ in his thinking pattern. Ego centric dominance at this state heightens sense of personal fable wherein one tends to regards own feelings and thinking as the only one’s standing right with a disregard to other’s ways of life. Often this leads to a conflicting situation, be it between with parents, teachers, siblings, friends etc. It is very necessary that one develop a mature sense of identity whereby accommodating differences in perceptions and being tolerant and respectful. Interpersonal skills relate to these skills that enable one to have positive and satisfying relations with others. It is a skill that helps one to realize and understand about relations with others and relate to the in appositive and reciprocal manner. This skill needs to be developed in every individual as it helps to maintain good relations with family members, peers, friends and society at large. Interpersonal Relationship & Interpersonal Skills helps to relate in positive ways to the people we interact with. The family stands for certain basic values necessary for living usefully and meaningfully. Only a person with a strong family support will be able to resist peer pressure and have positive interactions. Interpersonal skills go far way in helping to adjust in the society.

OVERALL OBJECTIVES OF THE MODULE

By the end of this module the adolescents will be able to:

- Understand about the importance of family and their role in the family
- To develop positive interaction skills with friends and family
- To develop the ability to form new relationships and move away from difficult relationships
- To be able to seek support and advice from others during critical times
- Accept and acknowledge individual differences
- Develop empathy and concern for others
- Realize the cultural and other differences and develop tolerance

MODULE SESSIONS

Session 1: FAMILY RELATIONS

Activity1: Reporter reporting for the Wonders and Turbulences magazine

Activity2: My parents and me

Session 2: DIFFERENCE IN PERCEPTIONS

Activity1: Mirror Mirror on my wall

Session 3: MOTIVATION

Activity 1: Merry Go Round

SESSION 1 FAMILY RELATIONS

Activity1: REPORTER REPORTING FOR THE WONDERS AND TURBULENCES MAGAZINE

Specific Objectives: By the end of this activity the adolescents will:

- Understand about the importance of family.
- Will learn about their role in the family

Content area: Mrs. Francis Mathews

Plug in point: Family relations

Method: Role-play

Material required: sheets of paper containing interview guidelines

Facilitator's activity: Narrate the following situation to the participants. A new magazine has been launched for adolescents called "Wonders and Turbulences". Each student is to act out as the reporter for the magazine. They have to conduct an interview for their parents and family members and then make a report for the magazine. The interview will be semi structured and will focus on the perception of the parents towards their children. Each student is given the sheet containing interview guidelines and questions. They are asked to report the next day.

Sample Interview Questions

- 1 What is the role of the your child in the family?
2. How does he/she perform the role?
- 3 What are your expectations from him/ her?
4. Which qualities do you admire in your child?
5. What all improvements do you want in your child?
6. How would you want to see your child 5 years from now?
7. What did you most like to do when you were my age?
8. How did you feel when you were my age?
9. What responsibilities did you have in your family when you were a teenager?
10. Do you think teens have it better or worse today than you did? Why?

11. If you could change one thing about your own teens, what would it be?
12. Who were you closest to you in your family?
13. What was the greatest source of conflict between you and your parent (s)? How did you resolve these conflicts?
14. What is the hardest thing about being a teen today? The best?
15. What do you like most about being a parent?
16. What is the biggest responsibility of a parent?
17. What advice would you give to teens today?
18. What lessons did you learn from parents or other adults that you try to pass on?

Related activity: Value voting

Below are given certain statements. Write Agree, Disagree and not sure on the board. Instruct the participants that whoever is in agreement with the statement has to stand, those who are disagreeing will keep on sitting while those who are Not sure will raise their right hands. Speak out the statements and observe the reactions. You can also initiate a discussion on after each statement wherein the participants can be asked to justify their stand.

Statements

1. It's the parent's fault if the children are not successful in life.
2. Caring for children is a tedious and boring job.
3. Having children is the most important function of marriage.
4. Parents should not take decisions for their children once they enter the teens.
5. It is all right to go against parents if they are wrong.
6. One should strive hard to fulfill parents dream even if they don't have the potential.
7. It is son's duty to look after his parents in old age.
8. A daughter is a daughter only till she is married off.
9. Parents have a right to impose their ambitions on their children.
10. It is all right if a parent smokes or drinks alcohol in front of children.

Activity2: MY PARENTS AND ME

Specific objectives: By the end of this activity the adolescents will:

- Understand the role of parents in life
- Accept and appreciate the family.
- Deal with parental pressure in positive way.

Content area: English Prose -The land where there were no old men

Plug in point: Family relations

Material required: paper, pen

Method: Role-play

Facilitator's activity: Divide the class into groups of 5 to 6 and assign one topic to each group. The groups have to discuss on the topics and prepare a note and present it.

Topics could be

1. Do parents understand their adolescent child?
2. Which are the issues, which an adolescent can discuss with the parents?
3. Which are the issues that cannot be discussed with the parents?
4. What kinds of supports do adolescent accept from their parents and family?
5. What is the role and duties of an adolescent in the family?

Each presentation should be followed by a discussion.

Role-plays: Discuss these role-plays and ask the groups to present them.

Role-play – 1

Rani is a 14 year old who likes to play video games, watch movies, listen to the latest music and dress in fashionable clothes. Every month her parents give her some pocket money. She complains that it is no enough and that everything is very expensive. Her parents tell him not to act stubborn or they will stop this pocket money also. Rani has now started robbing money to meet her needs. Initiate a discussion by asking some questions like:

- How should the parents have handled the situation?
- What should Rani do?

Role-play – 2

Rohit arrives home one evening and casually remarks to his parents, Daddy, Mummy, you know what? I was offered a packet of gutka today. You what? The parents shout in unison, startling Rohit with their vehemence. They become very angry on him and threaten him with dire consequences without even listening to what Rohit had to say. Rohit was innocent and responsible, infact he had assertively refused to take the gutka. His parent's reaction shocked him and he was hurt that they did not trust him. He decided not to discuss such things with his parents again.

- What do Rohit's actions show in this case study?
- What was the parent's reaction?
- What is the effect on Rohit?
- How will this action by the parents affect the child in future?

Role-play – 3

Manoj is a 16-year-old boy. His father and mother speak to each other roughly, and they are very strict with Manoj . They try to control his every movement They tell him how to dress, when to eat, whom to be friends with and decide every move of his life. They are always ordering him about. Nothing he ever does is good enough for them, and they are always criticizing him. Through it all, he tries to be a good son he acts as respectfully as he can and perseveres no matter what they say to him. One day, Manoj is very excited as he comes to his parents. He is selected for the cricket team as a captain and his team is about to go to the championship match. After he tells his parents how excited he is to help lead his team to victory, his father and mother tell him that he cannot go to the match as they do not want him to devote time to any other thing except for studies. They forbid him to attend the match. This is the final blow for Manoj , he yells, throws things, reacting violently. Manoj goes into depression. What can be done in this situation?

Related activity: Ask the participants to write a letter to your parents thanking them for all they have done for you. They can also write to them about some problems they might have with them or things, which are unacceptable to them.

Additional activity: Paste a chart paper containing the following guidelines in the class and ask the participants to go through it

Guidelines to adolescents

- Listen and obey your parents
- Never do anything to betray the trust of your parents
- Respect everyone in family just as you want yourself to be respected.
- Be honest with your family and win their trust
- Consider your family as a support system and also be a support system to your family members.
- Conflicts and difference in opinion and perceptions are present in every family. Try to resolve them.
- Always look at the positive qualities of your family
- Always accept the fact that every family has certain limitations. You cannot always get what you want.
- Show love, respect, admiration and appreciation to your family members.
- Lend a sharing hand in household work.
- Build up a strong character and imbibe high morals.
- Always be proud of your family.
- Never try to take advantage of your family members by emotionally manipulating them or otherwise.
- Be compassionate and understanding.
- Understand and honour your role in the family Choose a Future!
- Find a quiet time to talk to a parent
- Show that you are willing to listen and try and understand your parents' perspective
- Explain your ideas in a non-confrontational and non-emotional way
- Be assertive and reasonable but not aggressive

SESSION 2: DIFFERENCE IN PERCEPTIONS

Activity1: MIRROR MIRROR ON MY WALL

Specific Objectives: By the end of this activity the adolescents will be able to:

- Understand the difference in perceptions

Content area: Melting point and boiling point Melting point and boiling point are fixed for every substance

Plug in point: Every individual has their own values system and individual differences exist so accept every one and build tolerance

Method: Game

Material required: Papers and markers.

Facilitator's activity: Select 5-6 volunteers from amongst the participants. Now ask the five volunteers to go out of the class. One of the participants should be called to make a geometrical figure on one of the sheets. Next ask one volunteer to enter the room. The volunteer is shown the picture. Call now the second volunteer in the room. The second volunteer is given a blank sheet and the first volunteer will give instruction to him/ her regarding the picture and on the basis of the instructions the second volunteer would draw the picture. During the whole process the volunteer who is giving the instructions will not be allowed to see how the picture is being made. Now call upon the third volunteer and ask the second volunteer to give him the instructions to make the picture. Repeat with all the volunteers. In the end will have 5 different sets of picture. Compare them all and initiate a discussion.

Discussion guidelines:

1. Why do all these pictures differ?
2. How can you relate this activity with your life?

SESSSION 3: MOTIVATION

Activity 1: MERRY GO ROUND

Specific Objectives of the Session: By the end of this activity the adolescents will:

- Realize the importance of motivation
- Learn how to appreciate others
- Realize the worth of love and concern for others in personal relations

Content area: Galileo-Prose Lesson describes the achievements and life of Galileo

Plug in point: Importance of Motivation

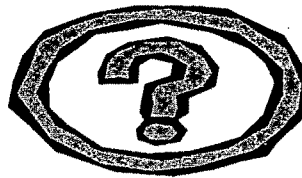
Method: Game

Material required: sheets of paper, music

Facilitator's activity: Ask the participants to sit in a circle. Pass sheets of paper and ask each participant to write their names on the sheets. Play some music and ask the participants to pass on their sheets. Each participant on receiving a sheet has to write a compliment or a positive statement about the person whose name is written on the sheet. Continue this till all the participants get at least 15 compliments. Ask the participants how they felt on reading the positive things about them selves. Relate it how one should look for strengths of others and motivate others to use their potential to fullest.

MODULE 11

PROBLEM SOLVING



ABOUT THE MODULE

Problem solving enables us to deal constructively with problems in our life. Significant problems when left unresolved could cause mental stress and give rise to accompanying physical strains. Problem solving involves a scientific process where one weighs the alternative solutions to problems, decides on the pros and cons of each solution, selects the best suitable alternative and implements it. This process continues till a positive outcome of the problems is achieved.

OVERALL OBJECTIVES OF THE MODULE

By the end of this module the adolescents will:

- Develop an insight into constructively solving problems
- Develop appropriate decision making skills and critical thinking
- Learn the skill of assertion

MODULE SESSIONS

Session 1: REACHING THE SOLUTION

Activity1: HEY PASTA – I love it

Activity2: What is your decision?

SESSION 1: REACHING THE SOLUTION

Activity1: HEY PASTA – I love it

Specific Objectives: By the end of this activity the adolescents will:

- Learn the steps involved in solving problems effectively

Content area: Science – Light

Plug in Point: Light focusing can be related to goal-oriented behaviour, which help in taking effective decisions.

Method: lecture cum discussion

Material required: paper, pen

Facilitator's activity: Discuss the following with the participants - Many times we find ourselves in a situation where it may become difficult to openly express our thoughts and feelings. Some of these situations could be

- Friend asks for a favour
- Friends force you to go for a movie
- Returning a purchase which did not work
- Saying NO to a close relation
- Peer pressure to smoke
- Helping best friend to cheat in exams
- Parents choosing a career for you
- Expressing an opinion when it differs from the rest of the group.

In such situations the decision making skills are utmost important as they help in not succumbing to negative pressure and opting for a positive and strong decision.

We all take decision in life but the noteworthy point is that the decision should be effective, timely and appropriate.

Steps in taking a good decision (THE PASTA MODEL)

What's cooking? HEY PASTA – I love it

P: Problem

A: Attack and analyze the probable solutions

S: Select the best solution

T: Test the solution

A: Attempt the solution

Whenever a problem arises first acknowledge problem. Never postpone or panic. Be calm and attack it in a positive manner. Think of all the probable solutions to the problem. Select the solution, which you feel best, suits the given conditions and tries the solution. If still the problem does not get solved then opt for reflect and opt for the second best option. Keeping on trying till the problem is solved.

Remember a problem is a problem only till it is not solved

Related activity: Narrate a few case studies to the participants and ask them to reflect on them and write down their decisions. Follow this with discussions on the different kinds of decision taken by the participants.

Activity2: WHAT IS YOUR DECISION?

Specific Objectives: By the end of this activity the adolescents will be able to:

- To enhance assertive communications skills
- Will develop decision-making skills in adolescents, so that they can defend their rights without being ostracized by others and behave in a self-confident manner

Content area: Hindi Prose Kaki. The Story deals how one takes an impulsive action.

Plug in Point: Decision making, Critical thinking

Method: Case study

Material required: Handout containing cases

Facilitator's activity: Give the handout containing the cases to the participants and ask them to reflect and write their decisions in each case. Follow it up with a discussion on the participant's responses.

A few Cases

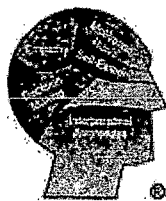
1. You have just passed out of 10th standard and achieved good percentage. Your parents want you to become a doctor while you always wanted to be a Chartered accountant. They are forcing you to opt for Science stream.

2. A person of the opposite sex asks you to go to a party with him or her. You don't know anyone who is going, which makes you feel a little uncomfortable. You have also heard that this person smokes and does not have a very good reputation at school.
3. Your friend meets an accident and you take him to the nearest hospital. The hospital does not look very clean. You have heard about HIV/AIDS and unclean needles. The nurse is preparing an injection and the needle is not new. You decide to ask the nurse if the needles are clean and to see the equipment used for cleaning. The nurse refuses to show you and insists that the needle is very clean and safe but you are sure it is used and unsterilized. The nurse urges you to get the procedure done. You decide to be assertive and insist on new needle and other equipment.
5. Your friend wants you to skip school and go for a party. He tells you that the whole group is going. Exams are nearing and you do not wish to miss your classes. However your friends insist that you come.
6. It is examination time and every one is writing the exam. Suddenly you spot two of your friends cheating from the book. As the teacher approaches one of them throws away the book in front of an innocent student and the teacher catches that student thinking he is cheating. You are also asked to intervene. You are in a tight spot as your two best friends were the ones who were cheating and at the same time if you do not tell truth the innocent student will be punished. What will you do?
7. A doctor had a patient whom she knew well. The patient was ill and the doctor thought he might have HIV. She sent him for a blood test, which came back positive. The doctor knew the patient had a fiancée and advised him to tell her so that she can protect herself.
8. The patient becomes angry and told her to mind her own business. His fiancée must not find out. The doctor is worried a lot about this. She knew doctors should not discuss their patient's illnesses but she knew her information could save the girl's life. She decided to break the rule of confidentiality and her. The patient was very angry and took the doctor to court because she had broken her oath of confidentiality.

A boy/ girl in your class wants to be friends with you and develop a relationship. You are not ready but you also know that your refusal will hurt him/her badly.

9. Some boys of your class have fallen in the habit of chewing gutka. One day they offer you also to try. When you refuse they mock at you and make fun. They also threaten to stop talking to you if you do not agree

MODULE 12 **EMOTIONAL** **INTELLIGENCE**



ABOUT THE MODULE

Emotional Intelligence means the right emotion at right time to right people for the right cause. Adolescence is a phase fraught with turbulence of emotions owing to the enhanced and sudden hormonal activity. There is a sudden over reaction to even common situations. Partly this can be due to the predominance of ego centrism in this phase leading to sense of personal fable i.e. a supposition that one's feelings and emotions are unique, people are constantly judging their feelings and thinking about them ie. concept of imaginary audiences, feeling of omnipotence. Many of the exaggerated emotions at this stage can be stemming up from this ego centrism. Adolescence are experiencing all the time strong emotional upheavals and many of the time they themselves are not aware why they behave in a particular manner in a particular situations, what causes their behaviour, what is link between their behaviour and emotions. Many a times the adolescence is caught up with anxieties regarding their appearances, physical statures, interpersonal relations, academic performances, sexual instincts, expectations of others, future concerns etc. At this moment any action by their parents, teachers, friends, society at large is perceived as a threat or a challenge and they may unknowingly resort to a violent temperament, or impulsive action, self defense and like wise. What is needed is to develop in them an understanding regarding how emotions operate as well as the ways of manifesting the emotions in a constructive manner. Emotions are real and must be experienced. One must be aware of them and respect them. Coping with emotions means developing awareness as well as understanding our own emotions as well as emotions of others. Awareness influences behaviour and also how to cope up with emotions. Remember the rise of emotions cannot be controlled but the way of responding can be in one's own hand. Once a person establishes an emotional response patterns for any particular situation, the likelihood that the same response will be elicited every time the situation arises gets strengthened. For this reason it becomes extremely important to teach the adolescents to become aware of their emotions and channelize them in a positive and constructive manner

OVERALL OBJECTIVES OF THE MODULE

By the end of this module the adolescents will:

- Understand various types of emotions
- Identify emotions in different situations
- Understand that adolescents experience a wide range of emotions and feelings, which are absolutely normal.
- Learn how positive emotions promote good feelings about oneself and others
- Examine the appropriate ways to communicate feelings and emotions.

MODULE SESSIONS

Session 1-IDENTIFYING EMOTIONS

Activity 1: Sadness, happiness, joy, love anger- what are these?

Activity 2: Someone in my shoes please

Session 2: MY FEELINGS

Activity 1: First and fast

Activity2: The Trisome: Thoughts feelings and actions

SESSION 1-IDENTIFYING EMOTIONS

Activity 1: SADNESS, HAPPINESS, JOY, LOVE ANGER- WHAT ARE THESE?

Specific Objectives: By the end of this activity the adolescents will:

- Correctly identify and label the various emotions they are undergoing
- Justify the sudden upsurge of emotions

Content area: English-Grammar

Plug in point: Parts of speech

Materials required: Paper and pen, blackboard.

Method used: Brainstorming

Facilitator's activity: Write some common emotions on the board like Happiness, Sadness, Confusion, Anger, Frightened, and Cautious etc on the board. By using brainstorming ask the participants to list down the associated feeling and emotions with each one. For e.g.

When happy: feel cheerful, excited, energetic, thankful, comfortable, humorous, generous forgiving, laughing etc.

Sad: remorse. Depressed, angry, worthless, crying, embarrassed, anxious, worried, low, miserable

Frightened: nervous, afraid, coward, threatened, scared, tearful, regretful, impatient, and timid

Angry: hurt, revengeful, sarcastic, insulting, exploding, violent, bitter, irritated, furious, revengeful, tearful,

Bored: quiet, disinterested, restless, irritated, lost, and impatient

Love: happy, restless, anxious, fearful, bold, hurt, angry, bitter, ecstatic, moody, irritated, stressed, depressed, energetic, suspicious, cheerful, confused, passion, laughter

Activity 2: SOMEONE IN MY SHOES PLEASE

Specific Objectives: By the end of this activity the adolescents will :

- Generalize that they are normal in experiencing some emotions, which are characteristic of growth stage.

Content area: Hindi- Samay ko badalta hua tu chala chal-Poem deals with the changes in life

Plug in point: Changes due to puberty and accepting those changes positively

Method: Role Play

Material required: Blackboard, chalk

Facilitator's activity: The facilitator here has to enact the role of a typical teenager. You can alternatively dress up and behave as one. Play the part of a teenager who is quite confused and worried. Speak out the following statements loudly and ask the participants to listen to them quietly and if they are also undergoing the same emotions then they have to simply raise their right hands

- Suddenly my childhood games do not interest me
- I feel like being alone
- I want to at times be with only my friends
- I feel like staying alone in my room and being silent
- My emotions change rapidly - I feel moody
- I am interested in different things than I used to be
- I want to spend more time with friends than family
- I have an increased desire to be independent
- I feel that no one understands us
- I feel sexual attraction
- I think more about the future

SESSION 2: MY FEELINGS

Activity 1: FIRST AND FAST

Specific Objectives: By the end of this activity the adolescents will:

- Identify and associate different types of feelings with different situations.

Content area: Science- Impulses

Plug in point: Emotions

Method used: Association

Material: paper, pen

Facilitator's activity: Speak out certain situations in class and ask the participants to describe the feelings associated with them. Ask them to quickly write down the first feeling that comes to their mind on hearing the situation.

Situations: An accident victim lying on the road

A blind man trying to cross a crowded street

A minor girl who is raped

A student who has failed the exam

Poor children watching rich kids celebrate birthday

A lame boy watching his friends play cricket

A handicapped boy-winning race

A girl being beaten up for going to school

A group of participants making fun of the teacher

Two childhood friends getting married to each other

A three hour long lecture

Father beating a child for stealing money

Sachin Tendulkar striking a century

A girl/boy whom you admired giving you a smile.

Getting extremely good marks in examination

A man taking bribe.

A group of boys teasing a girl

The first drop of rain

Related activity: Ask the participants to maintain a diary of emotions and record the various emotions they feel in a day. Eg:

- Which all emotions did I feel today?
- How did I manage my emotions?
- What helped me in dealing with my emotions?
- Was I able to manage all emotions?
- Which was the biggest block in managing the emotions?
- In what ways was I helpful/least helpful in dealing with emotions of others?

Activity2: THE TRISOME: THOUGHTS FEELINGS AND ACTIONS

Specific Objectives: By the end of this activity the adolescents will be able to

1. Link and describe the relationship between feeling, thoughts and actions

Content area: Science- Properties of matter

Plug in point: Positive and negative charges

Method: Lecture

Material required: blackboard

Procedure: Make the participants relaxed and comfortable and lecture them on the impact of emotions on our lives. If we feel that we are not able to perform in a field or we are unable to deal with a situation we will tend to feel negative and this may result in our not making attempts to improve upon ourselves. On the contrary if we feel hopeful and optimistic about anything we put our full potential into achieving the desired results. It ultimately does depend upon the perception about a situation. **The one who wins is the one who thinks he can**

Positive thought-----positive feeling----- positive action

Negative thought----- negative feeling -----negative action

The way in which act in a situation depends on what we think, thinking leads to development of feeling which ultimately paves way for action. Eg.

I can never learn mathematics ---I feel frustrated ----- I will not take up engineering

I no one like me -----I feel sad -----I will not try to make friends

I have a good voice----- I feel proud-----I will take part in singing competition

My parent's fight with each other-- I feel ashamed -- I will not invite my friends home

My best friend smokes----- I feel annoyed-----I will break friendship with him
World is full of good people---I feel hopeful -----I will try to meet and befriend new people

The boys and the girls in my class do not talk with each other----- I feel disappointed
-----I will create opportunities for better interactions

I have not done well in my exams -----I am intelligent----- I will work harder

I watch too much television, which affects my studies----- I feel frustrated----- I--
-I will make a timetable for myself

I want to know about sexuality matters but no one tells me-----I feel curious -----
----I will ask my parents and teachers

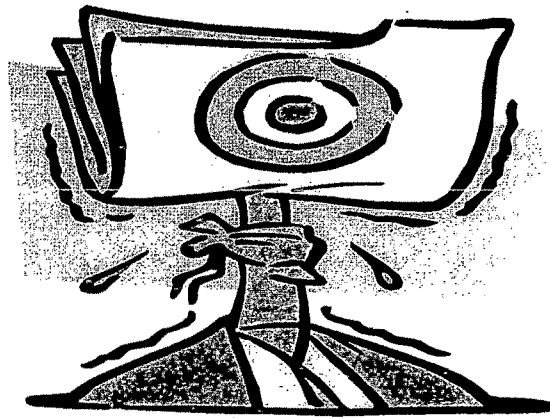
Give an example of a situation :

A student who has failed the examination will try to blame it on the teacher, the hard test, lack of time, not getting help from friends, ill health, lack of support from parents etc. in this way he is giving the remote control of his life in hands of others. In such situation he may feel at a loss and find it impossible to change his circumstances. He might feel that it is hopeless to change the situation on to the next test. Another student might also be failing the examination but he regards it as a cause of his own lack of performance and resolves it by developing a strategy for better performance by studying hard, taking more books, interacting more in class, developing time table, devoting extra time.

Ask questions like:

1. Why do you choose a positive action or a negative one?
2. How can change negative thoughts into positive thoughts and feelings?
 - Describe ways in which feelings, behavior and attitudes are influenced by experiences in life
 - Identify ways of changing negative behaviour into positive challenges
 - Become aware of the nonverbal ways of awareness and expressing of emotions

MODULE 13: STRESS **MANAGEMENT**



ABOUT THE MODULE

Stress is any physical or psychological response to demands placed on the mind and/or body. Many adolescents are unaware of the stress they are feeling; they just know they feel bad. The stress could be a result of parental pressure, academic performance, family disturbances, and hormonal imbalance, physical and physiological changes in body, social relationships, volatile emotions, intimate relationships, and resource crunch. Social isolation and a host of other reasons. Stress is inevitable at any stage of life so what is required is an effective inbuilt mechanism, which can control and manage stress thereby inducing a person to perform under stress to the best of abilities. Caution: stress is not negative always, if taken in a positive stride one can use it constructively and excel. For adolescents it is important that they learn to identify signs of stress and techniques to relieve it.

OVERALL OBJECTIVES OF THE MODULE

By the end of this module the adolescents will:

- To understand about nature, causes and effects of stress
- To manage stress in a positive way
- To deal with frustration and disappointments in a healthy manner

MODULE SESSIONS

Session 1: STRESS MANAGEMENT

Activity1: Game: The red signal

Session 2: RELAXATION TECHNIQUES

Activity1: One two three four.....

Session 3: STRESS AND HOMEOSTASIS

Activity1: The feel good factor

Session 4: FRUSTRATION AND DISAPPOINTMENTS

Activity1: May I help you!

SESSION 1 STRESS MANAGEMENT

Activity1: GAME: THE RED SIGNAL

Specific Objectives: By the end of this activity the adolescents will:

- Realize about the causes of stress
- Impact of stress

Content area: Hindi Poem - Kaante kam se kam mat bo

Plug in point: The poem deals with dealing with every situation in life with positivistic attitude and adhering to values. Can be used to explain about causes and effects of stress

Method: Activity and discussion

Material required: Paper bag, objects of various kinds

Facilitator's activity: Take a paper bag. Ask the participants to think of the causes of stress in their lives. Ask them to come up to the bag one by one, list a cause of stress, and place an object that represents that cause of stress in the bag. The object does not have to be related to the stress; it is symbolic of it. For example can place an eraser representing academic problems. Do this until the bag begins to tear. Discuss what is happening. A paper bag, like a person, can only take so much before breaking. Explain to participants that if stress is not managed then it will pile on and will have negative consequences. The stress management techniques should be discussed.

SESSION 2 RELAXATION TECHNIQUES

Activity1: ONE TWO THREE FOUR.....

Specific Objectives: By the end of this activity the adolescents will:

- To learn about ways to relax body and mind

Content area: Systems of body

Plug in point: Skeletal System can be linked with stress and relaxation techniques

Method: Exercise

Material required: chairs, mats etc

Facilitator's activity: Begin by explaining to the participants the importance of relaxation. Relaxation produces a state that is the opposite of stress. The way to relax muscles is to tense them up, and then release them. Give the following instructions to the participants:

1. Sit in a comfortable position.
2. Starting with your hands, clench your fist and then release it completely.
3. Work your way up your arms, concentrating on individual muscles.
4. Do your back, neck, shoulders, legs, feet, and toes.
5. Sit quietly, relaxed for a few minutes.

Tell participants that for both of these activities to really work, they need to be done regularly, preferably once a day, preferably at the same time each day. Doing them before you go to sleep is a good idea, because it will help you fall asleep and get more restful sleep. Ask participants to sit on their chairs or lie on the carpet or grass and close their eyes. Begin the journey by saying, "You have worked hard and you are tired. You need to relax. Now you can travel to the nicest spot you can imagine. Dream that you are there and that you feel fine, comfortable. Enjoy the quietness, peace, and security. Relax." Ask participants to sit or lie on a comfortable surface. Speaking with a low, slow voice, give the following instructions: "Please bring yourself to a relaxed position; close your eyes now. Observe your breathing. Concentrate on how the air enters your body and how it goes out. Let the oxygen flow into your body."

Breathing exercise.

The facilitator asks participants to stand and instructs them to look, on the count of "one", at a designated spot on the right side of the room. On the count of "two", they will shift their eyes to a designated spot on the left side of the room. Participants are not to move their heads. The facilitator says, "That's simple enough. Now, go! One, two; one, two; one, two; one, two. Stop! Ask the participants how they felt, following the instructions. What happened to their breathing? The intense concentration and anxiety over following directions has taken precedence over normal breathing processes. The group then can breathe deeply for two minutes, and then go on to discuss how awareness of breath may help us in our work environment. Sometimes, especially in stressful situations, we actually forget to breathe, which robs our body of its own oxygen supply, de-energizes us, and makes us feel fatigue. Deep breathing is to be shown to the participants and ask them to take few deep breaths. Chanting of "om" can accompany such exercises

SESSION 3 STRESS AND HOMEOSTASIS

Activity1: THE FEEL GOOD FACTOR

Specific Objectives: By the end of this activity the adolescents will:

- Realize how stress disrupts balance of body and mind
- Learn how to manage stress

Content area: Waves

Plug in point: In the formation of a wave each particle receives disturbance and passes on the disturbance to next particle and restores the equilibrium position. Similarly in life one face innumerable situations which give rise to stress but this stress needs to be managed positively so that the our equilibrium is not disturbed

Method: Lecture and activity

Material required: cards

Facilitator's activity: Give a small lecture to the participants regarding stress. You can use the following note for the lecture

Note : *Stress* is our body's reaction to people and events and to our own thoughts. Teenagers face as much or more stress than any other age group. Adolescence is a period of stress. It marks the transition from being a dependent child to becoming an independent functioning adult. It is a phase of identity and role confusion that is the top rung of childhood and the lowest rung of adulthood. This all results in a lot

of stress and the adolescent must be able to deal with it effectively. Too much stress can have physical and psychological repercussions that interfere with health and well-being.

Stress is a reaction by our body to people, to events, and to our own thoughts. The symptoms of stress can be physical—faster heartbeat and breathing, tight muscles, insomnia, nausea, sweating, dry mouth—or mental or emotional—irritability, overeating, compulsive dieting, oversleeping, depression, fatigue, procrastination. At best, stress can be difficult to deal with. We need to have available a number of techniques so we can choose the most effective way to manage and reduce stress in a given situation.

What can be the consequences of not being able to deal with emotions / stress?

It can result in rebellious behaviour by the adolescent, that is any persistent pattern of behaviour that violates the rules, values and norms of the adolescent's family, school, community, culture and the society in which an It can have significant adverse effects on the normal psychological development and functioning of the adolescent

What are the types of stress faced by an adolescent?

Two major sources of stress:

- a. Individual: Uncertainty about own identity and the future, emotional upheavals, body changes etc.
- b. External: decline in the traditional family support system, influence of media, peer pressure, societal acceptance, dominance in families, academics,

Coping with stress

Coping with stress is about recognizing the sources of stress in our lives, recognizing how these affect us and acting in ways that help to control our levels of stress. It also means learning how to relax to minimize your tensions. Ask participants to share stress-reducing techniques—effective ways they know to deal with stress. Write the answers given by the participants on the board. Typical Stress busters could be exercising; eating right; getting enough sleep; taking time to relax with friends; sports; hobbies; managing time better; setting realistic goals; taking a positive attitude toward problems; resolving festering conflicts. Also here talk about how drugs etc are not ways of dealing with stress. On the contrary they do exactly the opposite—it increases stress because it harms the body and makes it more difficult for someone to think clearly and deal with whatever may be causing the stress. Detail the participants about the following steps to manage stress and ask them to write it in their notebooks.

Ways to manage stress

Following the steps below will help make stress more manageable

1. Recognize that the symptoms you are experiencing are a result of stress.
2. Identify the direct or indirect cause(s) of the stress.
3. If possible, reduce or avoid the causes you have identified.
4. If you cannot avoid the cause(s) of the stress, consider a range of techniques to reduce it, such as looking at the problem in a more positive way or exercising.
5. Choose the best technique and use it

Activity: Give some cards containing a few situations in class and ask the participants to write down the ways of how they can help to minimize the stress:

1. Ramesh is good in football player but because of the extra practice he is unable to devote time to studies and has now been warned by school that if his grades fall more he will be expelled from school. Examination is coming and so is the next football match. Ramesh wants to for it but he is also under pressure to study
2. Your friend is being teased because of a physical problem of pimples She has developed a low self-confidence because of this. Now she has to appear for an interview and is under stress cause she fears she will be rejected on basis of looks.
3. A very popular person at school wants your best friend to give him or her the answers during the Math test tomorrow.
4. Your best friend's parents are seeking a divorce
- 5 Your brother is so worried about giving an oral report this morning that he has thrown up twice.
6. You have bunked classes many times and given the excuse of illness. Now the class teacher wants to meet you.

Ask each group to think of and share with the class ways to help a friend, classmate, or relative reduce stress resulting from the assigned situations. Emphasize that the groups do not have to solve the problem, just suggest ways to reduce the stress. List on the board the techniques suggested by each group. Then ask the class to suggest additional techniques.

Home Reflections: Ask the participants to reflect on the following points at home:

Discuss the following questions with participants:

1. What are some sources of stress outside us or inside ourselves?
2. How can you use some of the techniques for handling stress?
3. What kind of support system should be build in us to tackle stress effectively?

SESSION 4: FRUSTRATION AND DISAPPOINTMENTS

Activity1: MAY I HELP YOU!

Specific objectives: By the end of this activity the adolescents will:

- Be able to critically assess situations causing stress
- Be able to seek solutions to combat stress.

Content area: English Bhagat Singh-Prose

Plug in point: Dealing with stress and other problematic situations in life

Method: Situational analysis

Materials required: Cards, pen

Facilitator's activity: Explain to the participants regarding frustration and disappointments you can use the following note.

Note: Frustration and disappointment are natural and inevitable parts of our lives. But we do not have to allow these emotions to upset us or keep us down. We can accept them as normal; identify positive ways to deal with them, and learn from our experiences. There can be both positive and negative ways people might react to frustration and disappointment. Negative ways might include giving up, blame themselves or others, , become depressed, apathetic, start day dreaming, compromise with situation etc while positive ways includes being optimistic and finding other different ways of achieving the goal or working harder etc. Thus there is always a choice to react to any situation, which could be both positive as well as negative. Focusing on positive ways will to a considerable extend help in reducing frustration and combating stress. The people who react in a positive way have probably analyzed the frustration or disappointment objectively and decided on a positive way to respond to and learn from it. In an adolescent's life there could be innumerable reasons for being disappointed and frustrated like a project, test, report, or grade doesn't turnout as well as expected.eg He/she or the team, or school loses some kind of important event, not being chosen for a team, the school play, the newspaper or yearbook staff. Your relationship with your girlfriend or boyfriend breaks up.

Sickness, an accident, or weather interferes with an activity planned.

Can't buy something needed or desired.

Not being popular among peers.

Feelings of inadequacy concerning physical appearances.

How to handle frustration in life?

1. Identify your emotions.

Do you feel angry, hurt, worried, guilty, inadequate, insulted, jealous, or another emotion?

2. Analyze why the situation bothers you.

Did something turn out differently than you had planned or hoped? Did someone you trusted let you down? Are you concerned about how others will react to what happened? Was something else that was upsetting you earlier the real reason you are upset?

3. Analyze the effect the situation is having or can have on your life.

What does this situation mean to you? That is, what are the probable consequences? in your life? Are the consequences serious and long-lasting or just momentarily disappointing?

4. Decide what you can and cannot change.

You can always change your reaction, even if the rest of the situation is out of your control.

5. Choose a positive way to react.

If, for example, you flunked a test, a positive reaction is to study harder for the next one. If you couldn't make to the cricket team, a positive reaction is to practice more.

6. Think of something positive you can learn from the situation.

Positive things you could learn might include a way to keep the situation from happening again or the recognition that you are improving in your ability to handle disappointment or frustration.

Activity: Give one card to each student and ask him or her to write any one cause or situation in his or her life because of which they are disappointed. The participants are not supposed to write their names on the cards. Collect the cards and redistribute them so that each student gets card written by other student. Now ask the participants to record

their response at the back of the cards and return. Read the cards one by one and initiate a discussion after reading each card.

Discussion guidelines could be:

! Is the response to the situation appropriate?

2. What kind of response is this- positive or negative?

3. What will be the effect of this response?

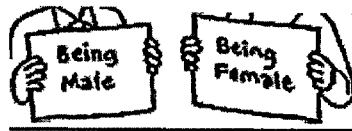
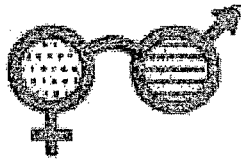
4. Which are the other ways in dealing with the situation?

5. Why do people react negatively to a situation?

6. What happens if frustration and disappointments are dealt in a negative manner/?

MODULE 14

GENDER ISSUES



ABOUT THE MODULE

As adolescence is a period of search for one's identity, gender biases and norms of behaviour set are often questioned and challenged by the youth. This leads to arguments in the family. It can also lead to rebellion by the adolescent and confusion and anxiety among the adolescents. Gender discrimination means certain gender biases and differing norms of behaviour for a girl and boy. It usually begins right from birth.

OVERALL OBJECTIVES OF THE MODULE

By the end of this module the adolescents will:

- Gain knowledge about gender sensitization.
- Learn about the disparities between girl and boy child.
- Be aware of how society perpetuates traditional gender values.

MODULE SESSIONS

Session 1: GENDER SENSITIZATION

Activity 1: I agree/ disagree my LORD.

Activity 2: Exploring a World Without Women

Activity 3: The Bitter Pill- Why are we still swallowing it?

SESSION 1: GENDER SENSITIZATION

Activity 1: I AGREE/ DISAGREE MY LORD.

Specific Objectives of the Session: By the end of this activity the adolescents will :

- Be sensitized regarding gender issues
- Realize that there has to be gender equality

Content area: English Prose - Laxmibai- The brave Rani of Jhansi

Plug in point: Gender equality

Method: Lecture, Game- Values auction:

Material required: Fake currency notes. Blackboard, chalk, chart containing table showing male and female percentage

Facilitator's activity: Begin by stating certain pertinent facts related to Gender discrimination in our country. You can make use of the following points for your lecture. Stress on issues related to early marriage, female foeticides, dowry, abuse, suppression of female, discrimination against them etc.

Distribution of adolescents (1996-2016)

Year	Age Group	Male	Female	Total
1996	10-14	52.9	47.1	100.0
	15-19	52.9	47.1	100.0
2002	10-14	51.8	48.2	100.0
	15-19	51.7	48.3	100.0
2007	10-14	50.9	49.1	100.0
	15-19	51.5	48.5	100.0
2012	10-14	51.3	48.7	100.0
	15-19	51.3	48.7	100.0

- Every sixth death of female is due to neglect and discrimination.
- Female foeticide is still being done in many parts of the country.
- Dowry deaths, wife beating, sexual abuse and rape are still prevalent.
- Women are paid less than men for same jobs.

Once the lecture is over select one of the students as a Judge and one as auctioneer. Divide the class into groups and ask the group to choose their leader. Make 10 Rs fake notes and distribute 5 notes to each group. Next ask the auctioneer to auction the values related to gender. Each group will bid for the values. The highest bidder gets the value. Once auction is over ask the groups to discuss why they bought that value and the leader

can put forth the justifications. The other groups can Agree or disagree with the group's opinion. If the groups agree they can show it by way of raising their hands. If disagree then they have to make a plea to the judge stating why they disagree. You can state some of the values, for e.g.

Values

- Men are good in sports while females are good in needlework.
- Men should take care of children as often as women
- Housework is a women's responsibility
- In a marriage men should be only responsible for money
- Men should be breadwinners and women be homemakers.
- Boys are better in maths while girls are good in languages and social studies.
- Females have no right to inherit parental property.
- Women's assertiveness and financial independence is causing tensions in families.
- A girl can do whatever a boy can do.
- A woman is responsible for the birth of a female child.
- 33% reservation for women is the right decision.
- Family planning techniques are to be adopted by women only.
- Girls are vulnerable and boys have to protect them.
- The sons in the Indian context are economical, political and ritualistic assets daughters in most respects are liabilities.
- Any investment in girls is considered a waste

Home Reflections: Ask the students to reflect on the following points:

1. Have I come across Gender discrimination in any way?
2. Do my parents treat my sister and me differently?
3. What are the ways and means of putting end gender discrimination?
4. How can I contribute towards removing this gender discrimination

A discussion on these reflections can be held next day wherein students can present their thoughts or share their experiences.

Activity 2: EXPLORING A WORLD WITHOUT WOMEN

Specific Objectives of the Session: By the end of this activity the adolescents will:

- Realize the importance role women play in society

Content area: Hindi - Everest par pehli mahila-Prose

Plug in point: Gender roles

Method: activity, discussion

Materials required: Paper, pens or pencils for small groups

Facilitator's activity: Divide the group into 3-4 smaller groups and give each group a sheet of paper. Ask the groups to make a list of 10 famous people. Ask the groups to read out their list. Count the number of men and women each group has listed. Ask the students to find the ratio of men and women in their list. Based on the ratio of men and women on the list: Ask the students reasons for choosing these men and women. Now the groups have to think of a women who has achieved something in the following spheres of life. Give some 5 minutes for the exercise.

- History
- Education
- Literature/author
- The local community
- The government
- The nation
- Sports
- Entertainment & culture
- Family
- Politics
- Any other sphere of life that you see as important.

Ask each group to list these women on the board and discuss what they know of there lives. Hold a discussion on the following guidelines:

Discussion Guidelines

- What would the world be like without these women ?

- What are their strengths?
- In what ways are these roles different from the ones we often think women play?
- In what ways are the strengths demonstrated by these women different from the ones we often think women have?
- What achievements have these women achieved that one would like to achieve?
- What strengths have these women developed that one would like to develop?
- Why do some men feel threatened in the presence of strong, independent or successful women?

Emphasize that people should be respected for their achievements and strengths of character not by their sex.

Related activity: the groups have to list the tasks that women do around:

- Household
- Community
- Nation

Ask the group to imagine what would happen if none of these tasks were done.

Use to following questions:

- What would the house be like?
- What would the community be like?
- How essential are these tasks?
- What strengths are required by women to fulfill these roles and do these tasks?
- What of these tasks would you like to do more of?
- What strengths that these women demonstrate would you would like to develop in yourself?

Activity 3: THE BITTER PILL- WHY ARE WE STILL SWALLOWING IT?

Specific Objectives of the Session: By the end of this activity the adolescents will :

- Realize that a woman is not responsible for the Birth of a girl child.
- Enable the adolescents to understand that women are not responsible for the sex of the child.

Content area: Science Heredity and genetics

Plug in point: Gender issues

Method: Role-play, Game

Materials required: few black gram seeds, few gram seeds, few dried peas, few small containers.

Facilitator's activity: Procedure: Present a situation before the students.

Sita gave birth to a girl child. She already has a 4-year-old daughter. The birth of a second girl has made her husband and his family very angry. They are blaming Sita for the birth of the girl child. Sita is undergoing ill treatment by them. They feel she should be given some treatment so that the next child is a boy.

Ask the student to enact out the situation. Volunteers can assume different roles and present the situation. Ask another set of students to use the above game and explain to Sita's family how the sex of the child is determined.

Make a few pairs of students in the class. In every pair give 2 black gram seeds to one person and to the other partner give one black gram and one pea seed. Now ask the partner who has both black seed to put one seed on the table. The other partner would put both his seed in a container and then close eyes and draw out one seed and put it next to the black seed on the table. Now explain to the students that the black gram represents the X chromosome and the pea represents the Y chromosome. The female always give X chromosome while male might give X or Y. Depending on what type of chromosome the male gives the sex of the child is decided. It is thus totally a matter of chance factor as to what the sex of the child would be.

A debate on the following topic can also be held - It is the son who ultimately is the support to parents in their old age.

Home Reflections: Ask the students to think over on the following issues:

1. How many children should a couple have?
2. Why is the girl childbirth condemned?
3. Is it right to consider boys and girls unequal?
4. Can a girl do all what a boy can do?



MODULE15

MY RIGHTS



ABOUT THE MODULE

Rights are something each and every adolescence should be knowledgeable about. One should be aware of one's own rights and responsibilities and those of others in their environment. As the adolescents stands on the brink of becoming an adult it is pertinent for them to understand the constitution and the laws governing them as a step towards protection of human rights and ensuring that they do not get exploited. Civics as a part of social science is taught as a school subject. what is needed is to make the adolescents not only learn about their rights but also realize the worth of it. This module deals with imparting knowledge to adolescents regarding their rights.

OVERALL OBJECTIVES OF THE MODULE

By the end of this module the adolescents will :

- Be able to explain what responsibilities and rights are.
- Identify that rights are for both men and women.
- Develop the skill of assertion and standing up for one's rights.

MODULE SESSIONS

Session 1: MY RIGHTS AND RESPONSIBILITIES

Activity 1: Left or right – it is only RIGHTS

Activity 2: Aladdin's magic lamp

Activity3: My ship is sinking – help

Activity 4: Resource Allocation Game

SESSION 1: MY RIGHTS AND RESPONSIBILITIES

Activity 1: LEFT OR RIGHT – IT IS ONLY RIGHTS

Specific Objectives of the Session: By the end of this activity the adolescents will:

- Realize their constitutional rights
- Realize the rights as an adolescent
- Recognize their responsibilities.

Content area: Social Science

Plug in point: Consumer protection. When this chapter of consumer protection dealing with consumer rights and duties is being taught, links can be established with the rights of adolescents as well as constitutional provisions

Method: discussion, debate

Material: chart papers, markers and tape

Facilitator's activity: Take 4 chart papers of different colours and paste them in such a way that they are visible to all. Put different headings like fundamental laws, human rights, rights of females, child rights, , rights of adolescents and responsibilities of adolescents on the chart papers. so that is : Ask the participants to reflect and write on the chart papers using markers what they feel should ideally come under each heading. Initiate a discussion and using the following discussion guidelines

Discussion Guidelines

1. What are your responsibilities?
2. In what ways can you become more responsible?
3. Do boys and girls have same or different responsibilities?
4. What are the responsibilities of boys?
5. What are the responsibilities of girls?
6. What are your responsibilities towards society and country?

Additional Activity: A debate can be arranged on the following topics:

- Boys and girls should have different responsibilities

- It is okay if boys are not aware of their rights and laws but is important for girls to know about them.
- Knowing about their rights can actually make an adolescent rebellious
- Parents and adults are there to protect adolescents so they need not worry about knowing human rights
- Adolescence is not the time to talk about rights.

Additional activity: Paste the chart in the class with the following statements and let it remain for a week. Ask the participants to read the chart.

LIST OF STATEMENTS

- Adolescents have the right to be taken seriously and everyone
- Adolescents have the right to good health care and everyone has the responsibility to help them get basic health care and clean water.
- Adolescents have a right to good education and everyone has the responsibility to encourage all adolescents to go to school.
- Adolescents have the right to be loved and protected from harm and abuse and everyone has the responsibility to love and care for them.
- Adolescents have the right to be included with whatever abilities or disabilities, and everyone has the responsibility to respect others for their differences.
- Adolescents have a right to safe and comfortable home and everyone has the responsibility to make sure all have this.

Activity 2: ALADDIN'S MAGIC LAMP

Specific Objectives of the Session: By the end of this activity the adolescents will :

- Be able to differentiate between needs and wants in life.
- Learn about how rights and needs are important.

Content area: Social Science- Human wants

Plug in point: Needs and wants in life

Method: Activity, discussion

Materials required: 5-6 diya or paper lamps, sheets of paper, pen.

Facilitator's activity: Participants are divided into small groups of 5-6. Each group is given a lamp and asked to think that the map is a magic lamp which when rubbed could fulfill needs. Every group must write what they would want from the magic lamp. At the end of the activity, all groups present what they asked from the lamp. Introduce the adolescents to the four categories of rights ie right to survival, protection, development and participation. Ask them to classify the needs under different rights Let each group analyse the needs written by other groups and decide whether the wants are in tune with their rights and necessary and or luxuries. Following questions can help the discussion:

- Which of these are essential for our daily existence?
- What is the distinction between needs (necessities) and wants (luxuries)?
- What would happen if we don't get our needs?
- Do you know of people in your environment who don't get their needs?

Activity3: GAME : MY SHIP IS SINKING – HELP

Specific Objectives of the Session: By the end of this activity the adolescents will:

- Acknowledge the important rights of adolescents

Content area: Rights and duties

Plug in point: Rights of adolescents

Method: Presentation and discussion

Materials required:

Facilitator's activity: Divide the participants into groups of 5-6 members. Make multiple chits of paper and write the following statements on them. .

- I can buy property
- I am loved and given affection
- I can follow any religion
- Good education
- Clean water to drink
- Health facilities
- Physical safety

- Freedom from abuse
- Freedom of expression
- Sound mental health
- Freed to decide for self
- Social security
- Safeguard against sexual exploitation
- Non-polluted air
- Right to vote
- Hygienic surrounding

Each group is asked to imagine that they are on a ship. The group can decide on one student as the captain of the ship and think of a catchy name for the ship. The captain in consultation with the group members has to select any 6 chits, which the group feels is important for them. The groups are asked to give weight in Kg to the chits starting from 1 to 10 kg. The total weight of the chits that they can take on the ship should not exceed 10 kg . Ask the participants now to imagine that they are in the middle of the ocean and suddenly the ship starts to sink. To prevent it from sinking the weight on the ship is to be reduced. They have to throw overboard 3 chits. Within one minute they must decide which statement they want to throw out in order to stay in the game. There should be consensus in the group before throwing the statement out. If even one member disagrees, the group is disqualified. . As each right is thrown out, the groups put a marking against the first right to be thrown out as 1, the second to be thrown out as 2 and so on. . Note the time taken by the groups to thro the chits out. Give the participants between half minutes to 2 minutes to decide. Later on ask the groups why they choose to retain some chits and why did they throw away some chits. Follow it up with a discussion as to what is considered to be extremely important for survival.

Activity 4: RESOURCE ALLOCATION GAME

Specific Objectives of the Session: By the end of this activity the adolescents:

- Realize the importance of rights
- Ensuring that each individual gets rights

Content area: Science -Properties of matter- Electron distribution in atoms- fixed number of electrons in each orbit

Plug in point: Accepting limitations in life

Method: Activity, discussion

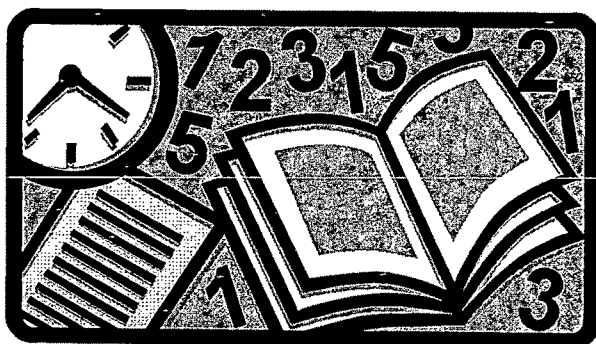
Materials required: Carton or box, paper, chart, pen pencil, eraser, pins, sketch pens, pencils, duster etc.

Facilitator's activity: In a carton keep lots of material (e.g. paper, chart paper-pencils, crayons, felt pens, pins, crepe paper, eraser, pencils, etc.) The class is divided into groups. Each group is asked to come forward (one at a time) and take whatever material they think is useful to them. Every group comes forward and takes what they want. (Usually the group that comes forward last, does not get any material). A discussion is then initiated. The following points are discussed after the game is played:

- How did the last group feel?
- Why did the first group get the most?
- How can the situation be changed to ensure everyone gets adequate resources. The discussion ends with the facilitator emphasizing that even though every one is entitled to rights there are certain people who don't get their rights. However, it is our responsibility to ensure that everyone in the environment gets his or her rights.

MODULE 16

TIME MANAGEMENT



ABOUT THE MODULE

Adolescence is one of the prime important phases of life, which involves setting up aspiration for future life and working towards achieving them. Adolescents need to therefore need to realize their priorities in life, be goal oriented, towards steadfastly towards achieving their goal. Time management hence becomes an important skill that adolescent needs to learn so as to fully take control of their lives and construct it in a meaningful manner.

OVERALL OBJECTIVES OF THE MODULE

By the end of this module the adolescents will:

- Realize the worth of time
- Utilizing time in effective
- Importance of hard work

MODULE SESSIONS

Session1: TIME MANAGEMENT

Activity1: Time In A Glass

Session 2:PREPARING FOR THE EXAMS

Activity 1: Game: In My hands

Session 3: CONCENTRATION

Activity 1 Game: A, B, C

SESSION1: TIME MANAGEMENT

Activity1: TIME IN A GLASS

Specific Objectives of the Session: By the end of this activity the adolescents will:

- Realize the importance of using time effectively
- Fix the priorities in life and plan accordingly

Content area: English Poem -A Madrigal

Plug in point: Deals with youth phase and importance of utilizing it properly

Method: Experiment

Material required: glass container, large stones that can fit in glass, small pebbles, sand and water.

Facilitator's activity: Begin the session with a lecture on importance of time. You can use the following note.

Note: People often say they do not have time to do everything they are supposed to do. But the truth of the matter may be that they do not know how to manage their time. Time management is a simple and practical technique of structuring day. It involves considerable allocation of space for all the activities that you need to carry out. Adolescents often feel frustrated when they are unable to meet targets as well as when they are unable to do things as desired by them or expected by others. Factors such as school, studies, homework, TV, socialization etc seems to take bulk of their time and control the pace of their life. The effects of this s could be seen in terms of lack of attention, poor performance, health problems, disinterest, etc. Effective planning and structuring the time would cast an overall benefit thereby considerably reducing feelings of boredom, emptiness, uncertainty, poor performances, anxiety, failure, frustration etc. Learning better ways to manage time does more than just allow one to do more things. More importantly, it helps to reduce stress and gain more control over one's life. Time management is an essential skill for participants. Learning better ways to manage our time involves analyzing how we use our time and making appropriate changes in

scheduling and in priorities—ranking activities in order of importance or urgency. Following the guidelines below will help in managing time.

1. Set priorities. If you keep busy, you will get everything done. Unless we identify and work on the really important tasks, we may fill our time without getting. The best way to manage time is to make a list of everything you have to do each day. This is partly true, but we have to prioritize the tasks on the list and focus on the important ones. Decide what's really important and do those things first. Don't spend more time than needed on unimportant tasks. For example, if you start out to wash the cycle and spend an hour polishing the chrome, you may end up with shiny chrome on a dirty car. Give each task a priority ranking.
2. Identify and avoid time-wasters. If you can't get everything done you want to do, you must be wasting time. Sometimes we try to accomplish more than is realistic. We have to be selective about the tasks we undertake. Be efficient enough to avoid these time wasters.
3. Avoid procrastination—putting off doing something until a future time or postponement. People procrastinate for many reasons—the task is unpleasant; the task seems overwhelming and they don't know where to start; they have something else to do that is more fun or interesting, feel bored easily, fear their own capacities, lazy etc.
4. Learn how to say “No.” Other people can steal your time with unwanted tasks or activities. Maybe a friend wants you to join the cricket team. but that means you won't have time to run track, which is your favorite sport. Explain the situation to your friend. Then join the track team. Also, be selective about the groups you join. Choose only those that truly interest you. Avoid over commitment—getting involved in more things than you can effectively handle.

Activity: Perform the experiment in class. Take a glass container and fill it up with the stones till the glass can accommodate no more stones. Now ask the participants whether they can put more stones. The answer will be obviously No. Now take the pebbles and put them in the glass. The spaces between the stones will now get filled up with pebbles. Now again ask the participants if they can put more pebbles. The answer would be No again. Now take the sand and put in the glass. The sand will fill up the space in between

pebbles. Now again it would seem that the glass could hold no more sand. Now put the water in the glass. Now ask the participants the following questions:

1. What did you observe with each step of the experiment?
2. What does this activity signify?
3. How can you relate this activity with your life?

Home reflections: Ask the participants to list down the activities they do on an average day. They have to allot time to each of the activities they do in a day. Activities could be Coming to school, Sleeping, playing, reading, leisure, sleeping, watching television, Completing school assignments, Talking on the phone, Watching television, Doing chores at home, Helping people, being with friends, shopping, doing household work, as well as other miscellaneous activities. Ask them to calculate the total time spend on all these activities and convert each time slot as a fraction of 24 hours. For e.g. 6 hours of sleep will account for $\frac{1}{4}$ of the day. Ask them to add up all the fractions and then subtract their total from 24 hours and multiply the resultant fraction with 24. The result obtained is the time finally left with the student. Initiate a group discussion on this

1. How far are you able to use your time wisely?
2. Which all activities require more time and are given less time?
3. What kinds of changes would give you more time for the things that are most?
important to you?
4. What all activities would you like to include but are unable to?
5. Do you feel unsatisfied with the time spend on any of the activities?

SESSION 2 PREPARING FOR THE EXAMS

Activity 1: GAME: IN MY HANDS

Specific objectives: By the end of this activity the adolescents will:

- Learn factors required for success

Method: Discussion

Material required: blackboard, chalk

Facilitator's activity: Write the following factors on the board, which affects success in examination as well, as any sphere of life.

- Commitment and dedication.
- Planning and hard work
- Time management
- Discipline and punctuality
- Regular reading habits
- Ability to handle stress of planning, preparing and facing the examination.
- Intrinsic motivation.

Now ask the participants as to how many of these factors are in control of the participants. Ask the participants questions like

1. How many factors are in your hand?
2. Which are the factors only in your hands?
3. Which are the factors not in your hands and why?
4. How can you build up a strategy where all factors of success depend upon you only?

SESSION 2: CONCENTRATION

Activity 1 Game: A, B, C

Specific objectives: By the end of this activity the adolescents will:

- Realize how to build concentration

Method: Activity and discussion

Material required:

Facilitator's activity: Give a small introduction regarding the importance of concentration. You can use the following note: Concentration techniques: Many a times participants complain that they are not able to study well and perform in the examination because they just cannot sit and concentrate on their studies or activities which require priority. The result of poor concentration is manifested in form of weak memory where one is not able to recall which ultimately results in ineffective learning. Concentration means attending to any activity with full fledged attention or focus for a relatively longer period of time while maintaining the same level of interest as well as motivation.

Divide the class into groups of 5 to 6 participants. Begin with the first group. Give them any alphabet, say B. They have to make names starting with B. The game begins with the first member of the group beginning with saying a name starting with B. Let us say Bilas. The next person has to repeat the name and also add another name beginning with the last letter of the previous name. E.g. Bilas, Sumit, Tarun etc. record the names in the sequence as they come. Each member will keep on adding the new names while repeating the previous names. Continue this till they are unable to recall all the names in the correct sequence. This game is timed so give only 5 –6 seconds to each person. Play the game with all the groups. Initiate a discussion after playing the game:

1. Why was this game played?
2. What are the capabilities a student needs in order to play this game perfectly?
3. What all interferes with concentration?
4. How do you relate this game with life?
5. What is the importance of concentration?
6. What all poses as a hindrance in concentrating?
7. Which all activities require high degree of concentration?
8. Name the activities in which people have high degree of concentration?

9. What determines your concentration?
10. How can one improve upon the concentration?

Home reflections: Ask the participants to reflect on the following:

1. Reasons, which cause me to have poor concentration?
2. The ways I can improve my concentration?

10 little tricks for being successful in examination

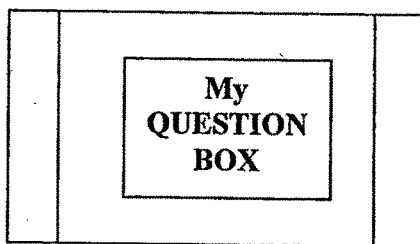
1. Have a regular and specific timetable, which should include all subjects in rotation.
2. Sit in a comfortable position while studying and make sure room has ample light and is away from all distractions (TV, telephone, music system, family room)
3. Plan your schedule for study and revision before you begin and make sure you achieve your target. E.g. To do 15 sums of math's, read 2 lessons from English, learn one poem etc.
4. Keep a dictionary nearby in case you come across words, which are difficult to comprehend.
5. Keep a notebook handy and jot down the important points, which might help you later when going for a quick revision.
6. Read and review in mind after each chapter, recall the concept and the important highlights.
7. Take short breaks and rejuvenate yourself, you can talk with friends, parents, play a small game, take short nap, do some household work, meditate or listen to some soothing piece of music.
8. Read the subjects which you enjoy in between the subjects which you don't like much so as to increase your concentration.
9. Don't not take any pressure, relax and avoid stress, don't addict yourself to tea and coffee, they elevate the stress. Do meditation and breathing exercises when you feel stressed or go for a walk or take a shower.
10. Remember hard work always pays and has no substitute.

MODULE17

PANDORA’S BOX OF

TROUBLES AND

ANSWERS



ABOUT THE MODULE

This module highlights few of the problems that adolescent's face and offers solutions or answers to the problems. The problems listed are the ones' commonly seen. An adolescent's needs guidance so as to seek the correct approach.

OVERALL OBJECTIVES OF THE MODULE

By the end of this module the adolescents will:

- To help adolescents identify with typical situations in their life
- To enable adolescents to explore the ways to tackle difficult situations

Activity 1 MY LITTLE CORNER OF ANSWERS

Specific objectives: By the end of this activity the adolescents will:

- Realize the importance of using time effectively
- Fix the priorities in life and plan accordingly
- Will identify with the common problems of adolescents
- Will learn about the solutions for the problems.

Material required: Question box, chits of paper. Chart papers or paper sheets, tape, pins

Facilitator's activity: Put a closed question box at one corner of the class or school. The students should be asked to put in their queries, question or doubts etc in the question box. Open the question box every week. Analyze the question and find out the most appropriate solution or explanation. Write them on pieces of paper. Paste the questions of the week along with the solutions on the chart papers or paper sheets and display for all to see.

Few of the common questions are given below as examples:

Q. 1. My problem is that my parents are interfering in my life. They keep telling me who I can have as my friends and even schedule my day. They are always telling me what I can and cannot do so much that I don't feel like I can ask them any questions or share my problems with them. I feel they don't understand my needs. I don't have anyone I can talk to. What can I do?

A. You are not alone. Many teenagers feel lost like you. This is part of the traditions of the family. Try to understand that parents care and worry about you. Try listening to the advice they give you and then invite discussion on areas with which you are finding difficulty. Think of what you would have done in their place. Think of the possible reasons for their behavior. Be cheerful and positive and take things in a light vein. They mean good for you. Try to initiate a friendship with them. Be tolerant and patient, as with efforts things will definitely improve. If this doesn't yield results, maybe you could also try talking to other members of the family or friends or teachers.

Related activity: Role-play In pairs, choose a common area of disagreement between parents and teenagers. Take turns to play the role of the parents in an argument, then tell the group what it felt like.

Q. 2. These days I am feeling odd. Earlier I used to be very happy and carefree but now I sometimes get so depressed and yet there is no reason for me to feel this way. All my friends are always having a good time. With them I force myself to pretend that I am enjoying myself but it is not actually so. I feel like being alone, laying on my bed and staring in space. I don't like this new me. What is the matter with me? Please help me.

A. This is the age when body is going through enormous changes due to hormonal activity. As a result it affects your emotional makeover. It is easier to cope with if you realize that it is much more common than you think. You are not alone. Perhaps some of your friends are experiencing exactly the same thing and - like you - are only pretending to be happy. It is very important to talk to your friends or family about this, or tell someone else who is sympathetic. This will definitely make you feel better. Be relaxed as you are Normal and this phase shall pass. Indulge yourself in creative hobbies and exercise.

Related activity: Make a group list of things you can do to help someone who is depressed. And paste it on the bulletin board.

Q.3. I am crazy about someone in my class. I am becoming dull in class. I find everything boring, even books, as all the time I am thinking about that person. This is

affecting my studies and I am even becoming dull and disinterested in any activity. My exams are fast approaching and I cannot concentrate. What should I do?

A. This is an infatuation, something very common for your age. But do not allow it to interfere so much with your schoolwork. Be friendly with the person as at this stage you need to have good friends. Share your hobbies and talk over. Be comfortable and relaxed and focus on having healthy friendship. Your aim is your studies at the moment so you can share your academic interest as well.

Q.4. I have a strange problem. My friends tell me that boys like me and I see that too. But I don't like this and their behaviour annoys me. Am I normal?

A. Of course you are normal. At this age adolescents at times get attracted to opposite sex and that is why boys take interest in you. Do not worry or get distracted. Relax and simply ignore thinking about this issue. Ask your friends not to talk about such matters with you. Divert your attention and concentrate on healthy hobbies etc.

Q.5. I am fat and very self conscious in front of others. I want to be like my friends.

A. Being fat does not mean that you lose your confidence. First find out why you are overweight. Seek medical help. Take it as a challenge. Do not self-pity yourself. Every individual is unique and so are you. Love yourself for what you are.

Q.6. My moods change far too rapidly for my liking

A. You are undergoing a growth phase. Many hormonal changes are taking place in your body because of which at times one experiences irritation, anxiety or mood swing. You are absolutely normal. Try to stay as happy as you can. If your mood is changing relax and make efforts to see that your mood is always positive for yourself as well as others.

Q.7. I get shy in front of people very easily and they often think I am quiet but once they are gone I am all right and back to my normal self.

A. You are experiencing what many teenagers face. On account of physical and physiological changes your moods and body is transforming so you may be getting self-conscious. Develop a positive attitude and shape up your personality. Make efforts to talk

to many different types of people but do not force your self. . Read and keep yourself informed. Accept yourself the way you are and stay happy.

Q.8. I have a girlfriend who I love very much. I am doing my well at school. I love this girl so much that I am becoming dull in class. I find everything boring, even books, as the girl comes into my mind all the time. I once decided to drop the girl, but she has not done anything wrong to me. I am worried that I will fail my exams.

A. Love at this age can be serious or just an infatuation. Don't not allow it to interfere so much with your schoolwork. See her once in a while - consider it like giving yourself a treat. But make sure you are getting all your schoolwork done, because your career and future are important too. If you want to be with the girl always you have to make yourself capable of looking and caring for her and for this your need to work hard.