



MODULE 1

MY SELF



MODULE 1 - MYSELF

Session 1

Self Awareness

Purpose Develop ability to identify strengths and weaknesses; understand oneself as person



Skills Critical thinking, Self - concept, Self - awareness



Time 40- 45 minutes



Materials Blackboard, Chalks



Planning Make a note of all the possible likes and dislikes of the adolescents in general to aid discussion



I LIKE ABOUT MYSELF...

I WOULD LIKE TO CHANGE ...

Procedure

Start the activity with asking the group to close their eyes for 3 minutes and think what one likes about self, and what one would like to change about self. Brainstorm the group and copy down the points on black board.



Discussion

- ▶▶ Who is the eldest / middle / youngest?
- ▶▶ Who never cries / cries sometimes / cries often? Why?
- ▶▶ Who likes to come to school / who does not? Why?
- ▶▶ Who likes to help mother in household chores / who likes to play / who likes to study? Why?
- ▶▶ Who likes girls / boys? Why?
- ▶▶ Who likes Chinese/fast food/pizzas/Punjabi/South Indian food? Why?



Outcome

The activity ends with the group discussion on what qualities are desirable in adolescents and how they can improve on their weaknesses. The group will know each other well



Session 2

Self Study

Purpose Develop skills for effective studying, improving concentration and increasing remembering / memory among adolescents.

Skills Self - awareness, Critical thinking, Management Decision Making, Problem Solving

Time 40- 45 minutes

Materials Charts, Pens, Markers

Planning Make a note of all the academic problems adolescents usually face.

Procedure

1. Divide the group into three. Ask them to discuss what their strategy for studying is or what methods do they use for studying.
2. Ask them to make a chart on what methods do they use for:
 - ▶ Planning for studying
 - ▶ Increasing concentration and
 - ▶ Increasing memory or remembering power for studies.

Discussion

1. Choose a leader in each group to present their views in 5 minutes.
2. Discuss how they can improve their performance by using study methods and techniques.
3. Distribute the handouts and encourage them to follow the tips.

Outcome

The activity ends with the group discussion on what methods or techniques are used by adolescents and how they can improve on their academic performances.





Handout Self Syudy



All of us have different capacities and this includes our ability to study. It may seem that doing well in studies is wholly dependent on how bright you are. However, part of our performance depends on intelligence and special abilities, a lot depends on hard work and effective study methods.

SOME TIPS FOR EFFECTIVE STUDY

Planning: Most students just muddle along with their studies, doing a bit of this and that, depending on their mood or they just let all the work pile up till last minute. However, the priority of effective studying is to set aside regular study hours.

- ▶ Write down your present routine
- ▶ Examine how much time you spend on an average on your studies, pastimes, sports and sleep
- ▶ Note down your main goal of studying, i.e., getting certain percentage, increase marks in science subject
- ▶ Ask yourself “is the time I spend on my studies enough to achieve my goal?”
- ▶ Reschedule accordingly
- ▶ Check whether your plan is achievable with an elder or a friend as sometimes we may over estimate the amount of work we can get done in a certain amount of time

Concentration : One of the most common difficulties that make learning difficult is not being able to concentrate. Problems in concentration could arise because of:

- ▶ Disinterest in or difficulty with the subject
- ▶ Tiredness
- ▶ Desire to do something other than study
- ▶ Distraction in the environment such as telephone calls, TV, or music
- ▶ Worry about personal affairs here are some tips to improve concentration while studying:
 - ▶ Take a look for probable cause and tackle them
 - ▶ Set aside a fixed place for study and see that your study area has good lighting, is airy and free from distractions

- ▶▶ Divide your work into small reachable goals (for example, study chapter 2 of physics, learn poem 50 and have a reward system for success (for example, if you complete the work you can go to play or watch your favorite serial or movie)
- ▶▶ Before you start studying write your goal in front of you in bold
- ▶▶ If your mind wanders, stand up and face away from books. Don't just sit staring at your book as then, it tends to become a habit while studying. The physical act of standing up gets you back on track. You can also go for a two minute break to drink water or do some stretch/neck relaxing exercise.
- ▶▶ Don't start any unfinished business just before your study time. Keep a reminder pad near you. You can jot down anything that is worrying you and do that work later.
- ▶▶ Have a regular routine of eating, sleeping and exercise.

Remembering : “I study hard but just cannot remember all that I learn” this is a common complaint among students. Remembering depends on whether one has:

1. Understood thoroughly what one has to learn
2. Stored it in memory in a systematic manner
3. Tried to link the new knowledge being learnt to old one

One systematic method that could help is the SQ3R method






I. Survey II. Question III. Read IV. Recite V. Review

- I. Survey:** Survey the chapter - its main headings, the purpose of the chapter, what it covers, its relevance and the chapter summary
- II. Question:** As you do so jot down the any question that occurs to your mind - who, what, why, when and where and so on. This motivates and gives purpose to the learner
- III. Read:** Read the first section slowly and thoroughly. Underline the key words.
- IV. Recite:** Try to briefly recite in your own words what you read. Jot down a few key phrases that help you remember the section. If you cannot remember, repeat steps III and IV Do this for each section until the lesson is completed .
- V Review:** When the lesson is completed set aside time to review the whole lesson. Look at the key phrases while doing this.

When there is matter that is difficult to memorize try acronyms such as to learn the planets in a sequence, you could take first letter of each MVEMJSUNP and make a sentence: My Very Elegant Mother Just Served Us Nine Pies! Or My Very Elegant Mother Just Showed Us Nine Planets!

Innovation like these can even make learning fun !!

(Source: Adapted from Sangath Kit All for Teens)

Alternate Activity		Body Image
Purpose	To increase awareness of the physical self, to become aware of media influences on self - image and behavior	
Skills	Self-oriented skills, social skills and thinking skills	
Time	40- 45 minutes	
Materials	Discarded popular magazines for clipping, scissors, glue, newsprint (Two sheets for each group of four or five) and makers, and masking tape	
Planning	Make sure you provide magazines diverse enough to have pictures of men and women from various parts of the world, particularly of the ones represented in your group.	

Procedure

1. Point out that many people do not feel good about their body or looks.
2. Form same-sex groups of four to five people each and assemble two sheets of newsprint and a marker.
3. Go over instruction for the activity:
 - ▶▶ You have 20 minutes to complete this activity.
 - ▶▶ Make a list on one piece of newsprint of the personal body parts people often do not like. Label your list either “Men do not like...”
 - ▶▶ Using two or three magazines, find pictures of your own drawings. Add words or phrases to describe an attractive member of your own sex.
 - ▶▶ When you have finished your collage, tape both the list and the collage side-by-side on one of the walls.
4. Allow about 20 minutes for groups to work together, and then draw everyone's attention. Ask participants to work around the room so they can read the lists and look at the collage.



5. Have everyone take their seats. Make summarizing comments and ask thoughtful question about what you see on the lists and collage.
(For e.g., if several female lists include hair, point that out:
“I notice that several groups of young women listed 'hair' as one thing women often do not like about their bodies. And I see lots of long, black wavy hair in the collages. What does that say about women with short, dark, straight or tightly curled hair? Can they still be attractive? Why is long, black hair seen as attractive by so many women?”)
6. Conclude the activity with discussion

Discussion

1. Are women or men generally more satisfied with their bodies? Why?
2. Where do we get our ideas about what is attractive?
3. Do opinions about other people's bodies affect them?
4. Do other people's opinions influence how attractive or appealing we feel? Whose opinions influence us the most?
5. Are there parts of our bodies we can change? Which ones?
(Circle some of those parts on the lists.)
6. What about parts we cannot change? How do those body parts affect our humor, or intelligence or friendliness? Do those parts of our bodies actually affect our ability to love another person or to be loved?
What about being a good student, worker or parent?
7. What things can teens do to feel better about their body image?
(Answers: Support each other, pay less attention to media images, and talk to a counselor.)



Outcome

- ▶▶ Adolescents will be aware of their body images and their own views about other's body images
- ▶▶ They will also learn how media projects one's image through bodies



Session 3

My Attitude Towards Gender

Purpose Develop ability to understand the concept of gender, gender roles and enhance gender sensitivity and self confidence



Skills Self oriented skills, thinking skills, and social skills



Time 40- 45 minutes



Materials Space, chalk, and board



Planning Make a list of the adjectives associated with both the genders. If the group is unable to come up with the list, give this list and ask them to categorize it for both the genders.



Procedure

1. Start the activity by writing the words “MAN and WOMAN” on black board. Ask the students to identify the characteristics, which they associate with each gender. Divide the group into girls and boys.
2. Give five minutes to discuss whether they agree with the characteristics or not, and list out common characteristics.



MAN

Handsome
Strong
Demanding

WOMAN

Beautiful
Weak
Submissive

Discussion

Discuss the concept of gender, gender roles and social roles with the group.



Outcome

The activity will generate understanding of gender, gender stereo-types and develop gender sensitivity among adolescents.

