

- c. The Opportunities, the objectives/goals that can be achieved and ways by which they can maximize effort in order to attain these objectives / goals
  - d. The Threats and the steps they should take to avoid and / or take care of the problems that can arise because of them.
  - e. Based on the analysis, what is the decision the group want to take, should the project be carried out and if so, how?
8. Discuss the groups' presentations with the rest of the class.
  9. Ask students whether this or similar skills be applied to everyday situations and if so what?

### Learning Outcomes

- SWOT analyses are an example of Critical-Thinking skills.
- They help us to get a realistic understanding of the problem, situation, or a project etc. and therefore help in the Decision-Making process.

### Follow up

- a. Ask each student to do a SWOT analysis of any situation of their choice and the decisions that they will take. Discuss all presentations in class.
- b. The situations in this activity were hypothetical. Encourage the students to start applying SWOT, and other Critical and Creative Thinking to everyday situations.

## Activity 9 : My Value System



**Time:** 30 minutes

### Objective:

- To help participants to develop the skills of Self-Awareness with regard to Personal and Social Values.



**Mode:** Individual

### Life Skills Focused:

- Self-Awareness, Problem-Solving, Decision-Making, Self -Esteem, Communication-Skills

### Values Enhanced:

- Personal Values (Love, Tolerance, Respect, Honesty, Gratitude) Social Values
- Values are basic characteristics of human society which set norms for the elements of social control over the adolescents and modify their behaviour and shape personality in conformity with the social norms.



## Process

The Resource Person asks the participants to brainstorm on the word 'Values': The Resource Person starts noting the reaction of the participants on the board. All responses may be noted without denigrating any participant. The R.P. then talks about the kinds of values. Values can be grouped into:

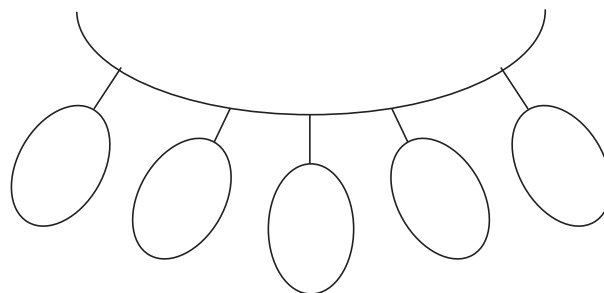
1. Human Values - Personal Values
2. Social Values

**Personal Values** are those which guide a human being for personal growth and survival. They aim at exalting the human being to a higher plane to strive for honesty, responsibility, humanity and respect.

**Social Values** are those that enable individuals to improve their social relations, enhance the understanding of the social set up and build on ones psychosocial competence.

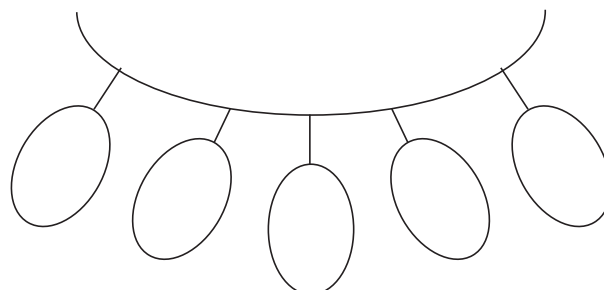
The Resource Person now encourages the participants to make their Values Necklace.

### My Personal Value Necklace



In these beads of the necklace the participants will write the name of few Values (Personal)

### My Social Value Necklace



In these beads the participants will write few Social Values they can identify

<b>Personal Values</b>	
1. Cleanliness	6. Respect
2. Loyalty	7. Honesty
3. Love	8. Patience
4. Tolerance	9. Courtesy
5. Gratitude	10. Patriotism
6. Forgiveness	11. Control over sense

<b>Social Values</b>	
1. Discipline	5. Brotherhood
2. Co-operation	6. Justice
3. Kindness	7. Dignity of individual
4. Non-violence	8. Sharing and Caring
9. Charity	

**Some Activities on Value of Love**

- Use your imagination to symbolize love *through words or colours*.
- Discussion on “In a loving world, what would everyone want for his or her family.”

**Activity for Honesty**

1. Can you think of a time when you were loved for your honesty.
2. Can you recall a moment when you appreciated someone else’s honesty.
3. Complete – I was loved for my honesty when.....
4. I like people to be honest because .....
5. A small skit portraying the theme of honesty or dishonesty. After the skit few processing question can be asked:
  - (a) What was the effect on the people who were cheated?
  - (b) Ask the students to think and reflect about their true feelings and the need for being honest.

**Situation Cards**

**There is a student in your class who is always making fun of your height. He has just criticized you again.**

1. How do you feel?
2. Which Life Skill will you use to overcome this situation?
3. Which values would you need to manage this situation?
4. Comment on the values of “Tolerance and Self-Respect in the light of this situation.

**Your best friend's mother has just died of AIDS.**

1. How do you think your friend reacts to this situation?
2. Which Life Skill can you use to help or deal with this tragedy?
3. How can you respond using the values of "kindness" and love in such a situation?

**You promised your mother that you would be back home by 10 pm but you got carried away with your friend and got late. Now its past midnight. "Part of honesty is keeping our word"**

1. How would you explain your situation to your mother?
2. Which Life Skill could have prevented such a situation?
3. Do you want people to trust you and why?
4. How would relate to the value of "honesty" in such a situation?

## Activity 10 : But This Is Not Fair! (Being Responsible)



**Time : 20 minutes**

**Objective :**



- To develop Critical-Thinking Skills

**Mode :** Group/Whole Class

**Life Skills Focused :**

Critical-Thinking, Self-Awareness, Decision-Making

**Value Enhanced :**

Social-Justice, Responsibility.



**Process**

1. Write the following "What's Fair?" situations on the blackboard.

**What's Fair?' situations:**

- a. Seema wants to play cricket with a group of boys at break time, but they won't let her play because she is a girl. Is this fair to Seema?
- b. Rehman lives in a country that is at war. It is dangerous to travel. He cannot go to the health clinic to get his immunization shots. Is this fair to Rehman?
- c. Annie's grandfather gave her some money for her birthday. Annie wants to use it to buy sweets. Her parents say that she cannot, because that would be bad for her health. Is this fair to Annie?
- d. Sudhir doesn't like school and wants to leave. His parents say he can't leave because he is only 10 yrs. old. Is this fair to Sudhir?

2. Divide the class into groups of 4 or 5 students.
3. Ask the students to read and discuss the 'What's fair' situations and categorize them into three categories: those in which they think the student is being treated fairly, those in which they think the student is being treated unfairly, and those they are not sure about.
4. Ask the groups to present their opinions and their reasoning and throw these open for discussions.

### Read and Discuss

- a. What kinds of situations were described as fair? Why?
- b. What kinds of situations were described as unfair? Why?
- c. Were some situations difficult to decide upon? Why?
5. Ask the students to select one of the 'unfair' situations and use it as the beginning of a story. They should complete the story in such a way that the ending is fair to the student. Ask them to look at unusual, creative ways to achieve this.

### Learning Outcomes

- Application of Creative-Thinking Skills to explore of various options available to change an 'unfair' situation into a 'fair' situation.

## Activity 11 : Self Awareness



Time : 40 minutes

Objective :



- To develop sense of Self-Respect, Self-Confidence and Positive-Mental Attitude.

Mode : Group

Life Skills Focused :

Positive-Thinking, Decision-Making, Confidence

Value Enhanced :

Social-Responsibility, Determination, Respect for Self and others

**WHO definition:**

This includes our recognition of ourselves, our character, strengths and weakness, desires and dislikes. It is a pre – requisite for Effective-Communication, Interpersonal Relationship and Developing Empathy.

When this assessment is level - headed, reasonable and positive, we develop a strong sense of Self- Esteem.

## **Self-Esteem**

Self-Esteem is essentially a measure of self worth and importance. It is an important part of the personality that should be shaped from the very early years. During childhood, if an individual's feelings are respected, thoughts valued and abilities recognized, the child's Self - Esteem is strengthened. When feelings are trampled upon and thoughts belittled with remarks like, "I don't care what you think / want" or "what a stupid idea!" the child's Self- Esteem remains low.

Positive Self-Esteem forms a strong foundation that helps a person to practice the many Life Skills that are learned.

### **Individuals with a strong Self- Esteem**

- Know their own capabilities, are more effective learners, dynamic, more confident and ambitious, function effectively and with personal satisfaction and are more likely to succeed
- Have feelings of being valued and worthwhile, are able to act towards others in non - threatening ways, build healthy relationships and are active members of social groups.
- Show healthy growth and development, have positive mental health, have responsible behaviour and have a high resistance to pressures to succumb to external pressures such as from peers, the media, etc.

### **Whereas individuals with low Self - Esteem:**

- Feel that others don't respect / value them, don't know their capabilities and less likely to succeed.
- Are less capable of responding to others, feel isolated and less capable of forming good and long term relationships
- Are unable to control their personal life or to make decisions, less able to resist external pressures such as from peers, the media, etc. and more likely to smoke, abuse alcohol and other drugs

Factors which affect Self-Esteem.

Our Self-Awareness and self-esteem start to develop very early on in life

### **They are formed out of our observation of:**

- Our own behaviour - how we cope with situations, our successes and failures;
- How other people significant to us, behave towards us (parents, teachers, close community);
- The way we believe that others see us.

## Self - Esteem vs. Health Education

Changing this particular value might be one of the single most effective Health Education measures at our disposal. Education programs on Health, Substance Abuse etc. must aim to Enhance Self- Esteem and Life Skills.

### Self-Esteem can be increased by:

- A history of success (nothing succeeds like success).
- Receiving respect, acceptance and concerned treatment from 'significant' others.
- An accepting, considerate environment at home, school and work place.
- At school- improved student - staff relationships; certain types of teaching methods (group work, active tutorial work etc)
- Developing Social and Life Skills.

6. Use the slide below to recapitulate and highlight the Key Messages.

Key Messages	Slide 19
<ul style="list-style-type: none"><li>• We all have different attributes/qualities.</li><li>• Some we like, and others we do not.</li><li>• We can either learn to like the parts we do not like or to change them. We have a choice.</li><li>• By being aware of our positive qualities we are more sure of ourselves and more able to accomplish things.</li><li>• By focusing on the concept of liking ourselves, we feel good around other people and perform better at anything we do.</li><li>• Focusing on "Positive Self-Esteem" is essential; it affects how we view others and ourselves, and the way we approach almost every aspect of our life. People with low Self-Esteem often engage in Self-Destructive behaviour.</li><li>• Life Skills such as Self-Awareness, Critical-Thinking, Coping with Stress and Emotions can help us improve our Self-Esteem.</li></ul>	

## Topic 3: Understanding Adolescent Health Issues (AHI)

*Time: 90 minutes*

### *Objectives*

**Through this topic, the students will be able to:**

- Explain about Personal Hygiene and Good Nutrition Practices.
- Explain why Abstinence is the most important during adolescence.
- Explain the qualities of a healthy relationship.
- Resolve common queries and doubts related to AHI.

### *Method*

Brainstorming, Group Discussion and Case Study Analysis.

**Note :** The teacher can choose activities to be done suited to the local cultural context.

### **Note for Nodal Teachers**



- You can expect a lot of shyness, embarrassment, giggling and laughter. You need to remind students of the importance of the topic and the usage of correct terminology.
- You should also remind students that the purpose is not to embarrass them but to equip them with accurate information for a healthy life.



## Activity-1 : Menstrual Hygiene



**Time: 30 minutes**

**Objective:**



- To clarify the concept of menstruation and focus on menstrual hygiene.

**Mode:** Separately for girls to be done by lady teachers.

**Life Skills Focused:**

Empathy, Critical-Thinking, Decision-Making, Coping with Stress

**Values Enhanced:**

Honesty, Tolerance



**Process**

1. This activity is to be done with girl students only.
2. Get volunteers to do the following scenario as a role- play.
3. Later explain the basic facts about menstruation and menstrual hygiene.
4. Follow up with a quiz and a discussion regarding myths and misconceptions about menstruation.

**Daughter:** Bye Amma! I am going to Usha's house to play."

**Mother:** (notices blood stains on her daughter's skirt and calls out to her) "Wait Hema, let me see. Come change your clothes. Take this cloth or sanitary napkin and wear it. I'll show you how. Now you have become a big girl. You have got your periods. You must know how to take care of yourself."

(Then the mother and girl go out of the scene and re-enter a few minutes later.

The mother offers the daughter some sweets and applies Kumkum on her forehead.)

**Mother:** "You will have to sit apart for three days whenever you have your periods."

**Hema:** "But why Amma?"

**Grandmother:** "Yes, Why Gayathri? We should change with times. I never went to school. You studied till class 6 only. I'm sure that was because your mother stopped you from going to school after you got your periods. I don't want Hema to miss out on the opportunity to study and get a good job. If she is absent every month for 3 days her studies will suffer. Having periods is a normal thing. Just teach her all about it."

**Gayathri:** “Oh Athay, I’m so glad you said that. I was afraid you would insist on it. Hema, You must change your cloth or sanitary napkin at least 3-4 times a day. If you use cloth, use only cotton cloth otherwise it will not absorb the blood. Wash the cloth with soap and water and dry them in the sunlight.”

### Learning Outcomes :

- Menstruation is a normal physiological phenomenon
- A girl can carry on all normal day-to-day activities.
- Menstrual hygiene is Important.

## Activity-2: Analysis Of Advertisements Media For Developing Good Nutrition Practices.



**Time: 30 minutes**

### Objective:



Through this topic, the students will be able to understand and become aware how the misleading information in advertisements can influence one’s ability to take appropriate decisions.

### Life Skills Focused :

Critical-Thinking, Team-Work and Self-Awareness



### Materials Required:

Magazines, Newspapers, Scissors, Coloured Pens and Crayons.

### Preparatory Work:

Collect samples of 10 attractive advertisements which are related to food items (both junk and nutritious food such as salad etc.)



### Process

- The students will be asked to look through magazines and newspapers and collect 10 food advertisements relating to healthy and fast/junk food.
- The selected advertisement will be displayed on soft board.
- Keeping in mind the Advertisement displayed a discussion will be conducted on images and words used by advertisers to influence young people buy their products.
- Student will conduct a content analysis of the advertisement on the basis of the following criteria : Product name, Price, Nutritional Value, Total Calories Used.
- Ask students to create an advertisement for a food item that is nutritious. Students should use word and images that really “sell” their

product. Use innovation and imagination.

### Key message

- Adolescents need to understand that there are certain food items which can be labeled as “good” and some as “bad” for their help.

## Activity 3: Healthy Growing Up



**Time: 1 hour and 30 minutes**



**Objectives :**

To enhance participants knowledge and understanding of AHI and address these concerns with the students.



**Preparatory Work**

- Prepare OHP slides to be displayed at the end of the activity.
- Keep relevant reference material at hand.
- Stock few magazines and newspapers that can be distributed to the group for helping them to prepare the presentation.

**Life Skills Focused**

Critical-Thinking, Creative-Thinking, Problem-Solving, Coping with Stress, Decision-Making and Self-Awareness



**Process**

1. Divide the participants into groups.
2. Give each Group the following case study.

### Sunita Case Study

16-year-old Sunita studies in class XI. Of late, she gets angry and irritable over every small issue, tends to avoid family members and does not meet her friends. Unable to bear the stress any longer, she breaks down and tells her best friend that her neighbour has recently physically abused her. She fears that abuse may recur. She is hurt, depressed, anxious and fears that she may be put into a very embarrassing situation including pregnancy.

3. Inform the groups that they have 10 minutes for discussion and preparation. The presentation time allotted to each group is 05 minutes. All the participants will have to contribute while presenting. They are free to use reference material and magazines and newspapers to make their presentations.

### Note for Teachers/Facilitators

- Ensure that each group is guided by you for some time of their discussion.
- The Teachers/Facilitator has the discretion to discuss the details of the topics depending upon the needs of the participants.

4. After the Group has presented the reasons and consequences of Sunita's situation, initiate a discussion with the participants using the following set of questions.

### Discussion Questions



- Why is Sunita moody, Irritable and worried?
- How could Sunita have prevented the abuse?
- How can we help Sunita?
- Who is responsible for the current situation of Sunita?  
*(Sunita - Lack of knowledge; lack of assertiveness to say 'No'; Neighbour-unaware of legal implications; low empathy; self-gratification; irresponsible sexual behaviour, etc.)*
- Could Sunita have identified the danger signals?
- What should be the role of family members in such cases?  
*(Support and empathise; communicate and discuss; learn about the facts; seek medical help if required).*
- What should be the role of community in such cases?

5. Use the following slide to highlight the consequences of Sunita's situation.

### Consequences of Sunita's situation

Slide 20

- Family problems.
- Social and community problems.
- Education problems.
- Psychological problems.
- Health problems.
- Depression and suicide.
- Problems for the baby.
- Associated RTI/STI and HIV/AIDS, if any.
- Effect on future pregnancies.
- Complications of unwanted pregnancy.

## Activity 4 : Let's Celebrate Abstinence!



**Time:** 30 minutes

### Objectives:



- To make the participants understand the problems associated with teenage pregnancy.
- To make the participants understand that abstinence must be practiced.

**Mode:** Group Work /Whole class

### Life Skills Focused:

Empathy, Critical-Thinking, Communication-Skills, Coping with Stress, Coping with Emotions

### Values Enhanced:

Courage, Love, Tolerance



### Process

1. Divide the class into 5 groups
2. Ask each group to discuss and present their views on the following:
  - The problems faced by a pregnant 16-year-old girl and her baby
  - Additional problems faced if she is unwed.
  - Problems faced by the child of an unwed mother.
  - Options in terms of course of action available to a teenage, unwed mother and their pros and cons
  - Reasons leading to teenage pregnancy

### Discussion points

- The problems faced by a pregnant 16-year-old girl and her baby (both physical and medical) are abortion, still birth, under weight, anemia, mental & physical retardation.
- Additional problems if she is unwed - financial & social stigma and discrimination
- Problems faced by the child - abandonment, orphanage, adoption, stigma, discrimination, psychosocial problems etc.
- Options for action; (pros and cons) – MTP (infection, infertility, morbidity and mortality...), adoption (guilt), responsibilities associated with looking after the child as a young single mother.
- Reasons leading to teenage pregnancy (e.g.: Peer pressure, premarital sex, child marriage, rape)

### Learning Outcomes:

- One must practice abstinence until marriage
- Problems associated with teenage pregnancy
- One should postpone any kind of physical contact till after marriage.
- One should postpone marriage till after 19 yrs of age and thereafter pregnancy till after 21years of age. This is good for the health of the mother and the baby.

## Activity 5 : Rights And Responsibilities



**Time: 30 minutes**

### Objective:



- To enhance participants' awareness of their reproductive rights and the responsibilities thereof.

**Level:** Class XI

**Mode:** Separately for boys and girls

### Life Skills Focused :

Critical-Thinking, Decision-Making, Self-Awareness, Intrapersonal-Skills.

### Values Enhanced:

Honesty, Responsibility, Courage, Love, Compassion



### Process

1. Divide the class into groups.
2. Write the list of Reproductive rights on the blackboard.
3. Ask the children to choose, 'Whose right' each one of the following is - Mother, father, both, none, others etc.
4. Discuss Reproductive rights v/s responsibilities
5. Discuss alternate view points

Statement	Whose Right?	Who is Responsible ?
	Father/Mother Both/Family	Father/Mother Both/Family
To want to have a child	Both	Both/Family
To look after the child	Both (unless one partner is mentally unsound or physically or financially incapable of doing it) /family	Both/family
To decide how many children to have.	Both	Both
To refuse to have a child if you don't want to.	Both	Both
To test the sex of unborn child.	No One	Community and State

1. It is not enough to want to exercise ones sexual and reproductive rights. One has to face up to the resultant actions and responsibilities.
2. Reproductive responsibilities will involve:
  - To be able to look after the child physically, financially and emotionally.
  - Knowledge about methods of contraception
  - Responsibilities towards ones own health and that of the partner and the child.
  - Awareness about the financial, social, physical (health) and psychological impact of pregnancy and child birth
  - Awareness about problems of teenage pregnancy, problems associated with abortion, single parent...
  - To stand up against social pressure to have a male child.
  - Both Mother and Father have equal rights and the responsibilities should be shared equitably.
  - Certain biological responsibilities rest on the mother only. One partner may by choice shoulder some of the responsibilities – financial for example.
  - What happens in the event of discordant decisions? If for example, one partner does not want a child as yet, while the other does not want to postpone it.

## Activity 6: Understanding Relationships and Building on Positive Traits



**Time: 40 minutes**



### Objectives :

To make participants understand that there are different kinds of relationships and different expectations from each of them.

To inculcate value of Respect, Responsibility, Compassion, Humility.

### Life Skills Focused :

Social Skills, Effective-Communication.



### Preparatory Work :


- Prepare OHP slides to be displayed in the activity.



### Process

1. Initiate the activity by explaining to participants that in one's life there are different relationships. There are different expectations from different relationships.
2. Ask participants the following questions about relationships:

### Suggested Questions

-  What are the qualities that we look for in our friends?  
*Qualities of a successful friendship include: Respect, trust, freedom, love, kindness, understanding etc.*
- What are the important boundaries that your friend should respect?  
Does he/she know about it?
- What would you do if your friend disrespects you?

3. Ask them what are the various relationships that an adolescent has in his/her life.

### Expected Responses

- Friendship with the same gender and with the opposite gender.
- Parent and child. (Father/Mother and Child)
- Brother-sister (Siblings - Sister-Sister, Brother-Brother).



4. Explain to participants that a number of social changes take place during adolescence. An adolescent starts giving more importance to his/her friends.
5. Ask them what, in their experience, are the common questions that come up regarding relationships.
6. Randomly ask participants how they can respond to such queries.
7. Explain that while dealing with such situations, nodal teachers should help the students understand the meaning of different types of relationships. Love is experience within the family at this age in the relationships with parents or with siblings.
8. Use the slide below to recapitulate and highlight the **Key Messages**

### Key Messages

Slide 21

- Indulging in high risk behaviour at a young age has a lot of implications, such as early teenage pregnancy, STIs, etc. Thus, **abstinence till marriage must be practised.**
- Information, particularly about taboo subjects such as growing up, sexuality, contains several misconceptions which can hamper informed decision making.
- Discussion with parents/trusted adults can help adolescents in clarifying their knowledge and values related to this topic.
- Young people should know that each one has control over his/her body. So, one should make decisions and learn to be assertive in such a manner that no harm comes to one's body and self.
- Rights and responsibilities are inseparable facets of the most invaluable gold coin that we have i.e. the human body. These are important factors in the partnership between man and woman. Sharing interests and ideas, mutual acceptance of responsibilities, self-realization, mutual respect, and love are necessary for a happy family life.
- At this time in our lives we are especially susceptible to the ideas of 'Love, Romance' etc. But obviously we may not get the kind of commitment from a boyfriend or girlfriend that we can get from a married partner. So it is absolutely essential and safer to wait until marriage and then remain mutually committed and faithful to each other.

## Activity 7 : Expectations from People



**Time: 20 minutes**

**Objectives:**



- To comprehend that rights come with responsibilities.
- To develop the skill of acting responsibly

**Mode:** Individual

**Life Skills Focused:**

Critical-Thinking, Decision-Making, Problem-Solving

**Values Enhanced:** Responsibility

**Process**



Give the students 10 minutes to make a list in their notebooks of six things they want from their parents and whether the parents act as expected.

1. Ask each student to read out their expectations, list them under the headings- Material (example new clothes, being allowed to watch movies) Behavioural or Value-based (to be affectionate, to give them 'space', not to shout at them especially in front of others, ....) and underline the expectations that are met.
2. Next ask them to make a list of six things they think their parents expect from them and whether they act as expected. (Example, study hard, be truthful, be respectful etc.)
3. Again list these on the board.
4. Ask them to think about why some of their expectations are not being met.
5. Ask, "Do you think it is because they do not act as expected by the parents - Raise your hands if you think so."
6. Ask them, "Could it be because they are concerned about your welfare and happiness? Raise your hands if you think so."
7. Say, "For example, if you expect your parents to allow you to watch TV, go for a movie, give you pocket money, spend time with your friends, etc you have the responsibility to study well, help your parents at home, to spend your pocket money wisely and so on. If you act in ways which show your parents that you respect their wishes, they will reciprocate and respect your wishes. If you lie about how you and your friends spent the evening together, how can you expect your parents to allow you to go out anymore?"
8. Ask them, "What did you learn from this exercise?" List their answers on the board.

### Learning Outcomes

- You have certain rights, but these rights come with certain responsibilities.
- If you expect some things as your right, you have to act responsibly to deserve them.
- Strong relationships are built when people respect each other's rights and live up to their responsibilities.

### Additional Activities

Tell them, "Do a similar exercise about their friends, teachers, brothers, sisters etc. You need not share this in class; - it is to clarify your own actions and behaviour.

## Activity-8 : The Person I Admire



**Time:** 20 minutes

### Objective:



- To develop the capacity to articulate positive feelings about other people. To develop the capacity to critically analyse human beings and their strength.

**Mode:** Individual Work

### Life Skills Focused:

Critical-Thinking, Decision-Making, Effective-Communication, Self-Awareness

### Values Enhanced:

Honesty, Compassion, Kindness, Humility

### Process



1. Ask the child to identify a person from his/her immediate surrounding – e.g. parents, teachers and friends and not historical character or eminent leaders and complete the following statements.
  - The person I admire the most .....
  - The two qualities for which I admire him/her.....
  - The person who admires me the most .....
  - The two qualities for which he/she admires me .....

## 2. Ask the students:

Slide 22

- Does the person you admire know it? How will they know if you don't tell them?
- How do you know that the person admires you? Has he/she said that to you directly? Would you like them?
- How do you know if a person likes you? Has he/she said that to you directly or shown it in other ways? Would you like them to?
- Do people you like know it? How will they know if you don't tell them or show it in other ways?

### Read and discuss:

- Very often people do not tell the good things they like about someone.
- We take especially our closest relatives and friends for granted.
- People like to be told positive things.

### Learning outcomes

Children become aware of the importance of articulation of positive feelings to people directly. If you start telling people that you like, love or admire them and showing it. In other ways, they will reciprocate positively.

They will also behave the same way with others.

## Activity-9 : Positive Strokes - Creating a Zone of Happiness



**Time:** 30 minutes



### Objectives:

- To develop the skill to articulate positive things about another person.
- To enhance awareness about the positive energies that are released while appreciating others

**Mode:** Whole Class

### Life Skills Focused:

Intrapersonal-Relationships, Coping with Emotions, Coping with Stress, Self-Awareness.

### Values Enhanced:

Kindness, Love, Tolerance, Honesty



### Materials Required:

Sheets of Paper, Coloured Markers, Safety Pins



## Process

1. Explain about “Positive Strokes” with the following information

This exercise is called “Positive Strokes” and is based on the ideas of Eric Berne, an American who has written about how people behave and relate to each other. He points out that we all need attention from other people to feel good. If we get plenty of good attention we grow up with a positive image of ourselves. As babies we are held, cuddled, hugged, stoked, patted, talked to and so on. As we get older we probably get less attention. People think we are old enough to look after ourselves. But this is not true. No matter how old we are, we need attention and recognition from other people if we are to keep developing positively; He calls this “stroke hunger”. A ‘stroke’ is not necessarily a physical contact. **In our culture we tend not to come into physical contact too often. A “stroke” is any kind of recognition we give to each other. Words, looks, gestures are all strokes.**

The worst thing that can happen to anyone is not to be recognized, to be ignored. The message is ‘you are a nobody, you don’t count, you don’t exist’. Solitary confinement must be like that. It is better to get bad attention than none at all. We all know people who behave badly because that is their way of getting attention.

But Berne says the best kind of attention is the kind we needed when we were young - positive, warm, approving attention, i.e. ‘Positive strokes’. We do not grow out of that. We can all remember how good it has felt when we have been praised, congratulated, told how well we have done something or how clever, kind, honest we are. ‘Positive strokes’ are good to receive, but for many of us, they probably do not happen often enough.

In our culture there is probably more emphasis on ‘Negative strokes’. We are told very quickly about our faults, our mistakes, the things we did not do very well. People are reluctant to praise us too much in case we get ‘big headed’. Most of us therefore get fewer positive strokes than we need. This exercise is to help correct that.

### Materials

2. Ask the students to pin a sheet of paper to each other’s backs. For the next 10 to 15 minutes they are to walk around the room and write on the sheets any positive thought or feeling they might have had about each other at any stage i.e. anything good they have noticed about each other.
3. There are two rules about what may be written:
  - a) It must be positive – for this lesson we forget criticism
  - b) It must be genuine and something you have really felt or thought.
4. When the writing is finished ask the students to sit down in their places, remove the paper from their neighbour’s back and read aloud to the class what is written on it.

5. Ask students to attempt to relate to each other as positively as possible for a week
6. Review the effects of this in class.
7. If put – down occur it is better to resolve the conflict as soon as possible so that resentment does not build up and the situation does not unnecessarily get out of hand.

**Learning outcomes:**

- Positive Strokes make one feel good about one self.
- It also makes you feel good when you say nice things to others.
- Feeling good makes you behave in a more positive manner in every day situations.

**Key Messages**

Slide 23

- As physical changes occur in adolescence, we also experience changes in our feelings.
- During puberty, both girls and boys develop desire to interact with each other.
- Adolescents need to learn to regulate their feelings in a friendship.
- We are responsible for the decisions and actions we take.
- A good friend should be trustworthy, reliable, empathetic, caring.
- The best relationships result from both people contributing to the positive qualities. A good relationship requires mutual trust, commitment, give and take, maturity and adjustment.

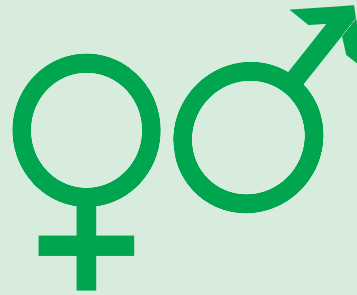
## Topic 4: Developing Gender Sensitivity

*Time: 45 minutes*

### *Objectives*

Through the topic students will be able to:

- Recognise the difference between sex and gender.
- Analyse their perceptions of gender.
- Explain the influence of social norms, media, etc., on male and female roles.



### *Method*

Brainstorming, Group Discussion, Question and Answer Session.

Note : TEACHER CAN CHOOSE ACTIVITIES DEPENDING ON THE LOCAL CULTURAL CONTEXT.

## Activity 1: Different Roles – Different Expectations



**Time: 45 minutes**

### **Objective**



To enable the students to understand and analyse their perceptions of gender and the influence of social norms, media, etc.

### **Life Skills Focused**

Self-Awareness, Consensus-Building, Interpersonal-Relationships, Critical-Thinking.



### **Preparatory Work**

- Prepare OHP slides to be displayed in the activity.

### **Process**



1. On the blackboard/flip chart, make three columns headed: Female, Male, Both.
2. Ask the students to think about clothing. Which types of clothing do they think are suitable for females to wear, which for males, and which can be worn by both?
3. Next, brainstorm in other categories such as jobs/careers; education; sports; tasks around the house; emotions.

- Note the responses of the students under the three headings, and ask the group to reflect on what has influenced their categorisation. Some of the expected responses can be family, media, etc.
- Initiate a discussion on the following questions.

### Questions



- How does our community view girls/women?**  
Some of the responses may be: *Girls and women are expected to be caring, gentle, passive, respectful and obedient, be responsible for domestic chores and childcare, speak and dress modestly, please and obey men, behave responsibly and not express their desires.*
- How does our community view boys/men?**  
Some of the responses may be: *Boys and men make important family decisions, for example, about household expenditure, how many children to have, they marry and provide for the family, are strong and do not show their emotions, take the lead in all relationships.*
- How are these expectations created?**
- Are these expectations realistic?**
- Are your views different from those of the community?**
- What ideas about girls and boys would you like to change? How?**

## Activity 2: Understanding Gender

Time: 45 minutes



### Objective

To make the students aware of their attitudes towards gender, male and female roles.



### Life Skills Focused

Consensus-Building, Interpersonal-Relationships, Critical-Thinking, Self-Awareness.

### Preparatory Work



- Prepare OHP slides to be displayed in the activity.

### Process



- Read the following statements aloud and ask students to complete the sentences:
- On the blackboard, note the stereotypes that emerge (e.g., boys who cry are weak or sissies; girls who play football are tomboys; having to support a family is a man's responsibility; growing up into a female is taking care of family; etc.).



## 6. Display slide.

### Sex and Gender

Slide 24

- Gender describes whether someone is masculine or feminine according to behavioural differences, for example, how they dress, their work and their designated role in society. These characteristics are defined by each culture, so they can be different in different cultures, and they can change.
- Gender roles are ideas about how men and women should behave. Because gender roles are created by society, it is possible to change them.

## Activity 3: Let's Clarify - Myths and Misconceptions Whose Job Is It To...?



**Time: 20 minutes**

**Objectives:**



- To create awareness about Gender Stereotypes
- To create awareness about the roles taken on by men and women and the fact that they are interchangeable.

**Mode:** Whole Class

**Life Skills Focused:**

Critical-Thinking, Communication-Skills, Interpersonal-Relationships, Empathy.

**Values Enhanced:**

Truthfulness, Courage, Compassion, Kindness



**Process**

1. Divide the class into several groups.
2. Assign each group one of the following situations.
  - a. A busy morning at a Bank,
  - b. A pooja in a temple
  - c. A crowded Bus
  - d. A battle raging between two warring countries
  - e. A Market place with different kinds of shops - vegetable shop, TV & radio shop, tea stall, cycle repair etc.
3. Ask them to enact the Role-Plays. Give them 15 minutes to plan. Tell them to be sure to give every character a name and not to use any of their own names.

4. As each group does the Role-Play, gender stereotyping will become clear- that even in the plays males and females do certain types of work only and no roles are interchanged. For example.
  - The bank peon, bus driver, surgeon, priests, salesmen, soldiers etc. are usually males and the nurse; people on the bus etc. are usually females.
  - Shoppers - for vegetables are usually women and for TV or cycle, men.
  - For furniture/ vehicles, usually men
5. Ask the students “Are these roles inherent in the person? Can they be interchanged between men and women; or boys and girls?”
6. Explain about Gender, Gender-Identity, Gender-stereotyping, and Gender-exploitation.

### Learning Outcomes

- Roles taken on and work done by men and women are not gender specific- they are interchangeable.
- Gender stereotyping is not good as it limits the opportunities people have in terms of what they are capable of doing.

## Activity 4 : Analyzing Short Stories For Gender Stereotypes



**Time: 30 minutes**

### Objectives:



- To enhance knowledge, about gender and gender stereotyping.
- To create awareness about myths and misconceptions related to gender

**Mode:** Group Work

### Life Skills Focused:

Critical-Thinking, Creative-Thinking, Problem-Solving, Decision-Making.

### Values enhanced:

Compassion, Tolerance, Courage, Love, Social-Justice.



### Materials

A collection of short stories appropriate for the class level or younger



### Process

1. Divide the class into groups of 4 or 5 students each. Assign each group short stories from the class, school, or public library.

2. Ask them to note the following as they read the book as a group.

- Title
- Author
- How many characters are there?
- How many of the characters are girls or women and what roles do they have most often?
- How many of the characters are boys or men and what roles do they have most often?
- Who is the main character?
- Describe any special concern, problem or issue that the main character has to resolve. How is it resolved?

3. Ask them to report their findings to the whole class.

4. Ask them to compile the quantifiable results into a bar graph.

#### **Discuss the following points**

- Were there more female or male characters in the stories?
- Did females and males have similar roles in the stories or were there noticeable differences in the types of things they did?
- Were most of the main characters male or female?
- Were there gender differences in the types of concerns, problems or issues that the main characters had to resolve? Were they equally serious?
- Who were more often portrayed as the problem- solvers - females or males?
- Were there differences in the ways that females and males resolved their concerns? If so, what were the differences?
- Was there gender stereotyping in this book?
- What comments or reactions do you have about this book?

#### **Additional Activities**

Ask the students to attempt to rewrite the stories in a non- biased way.

- Ask the students to identify the types of stereotyping that are commonly seen in their school or community.
  - a. Collect cartoon strips / newspaper articles that they feel strengthen gender stereotypes.
  - b. Analyze television serials / films/ advertisements - difference in portrayal of men and women - how people react to these stereotypes; their reactions to reversals in stereotyping.
  - c. Recognize other stereotyping in the Media / Books
  - d. Compile a list of instances of Gender Exploitation.

- Ask them to consider possible ways to raise the awareness of others about potential problems by writing articles on bias in the school or local newspaper, for example, or a dramatization to be presented at a school assembly.

## Activity 5 : Gender Discrimination



**Time: 30 minutes**

**Objective:**



- To enhance knowledge, about gender and gender stereotyping.
- To create awareness about myths and misconceptions related to gender

**Mode:** Group Work

**Life Skills Focused:**

Critical-Thinking, Creative-Thinking, Problem-Solving, Decision-Making.

**Values Enhanced:**

Compassion, Tolerance, Courage, Love, Social-Justice.



**Materials Required:**

Chart paper, magazines, scissors, gum / cello-tape.



**Process**

1. Divide the class into groups and ask the students to list out as many Gender-Related discriminations and atrocities they can think of against girls and women.
2. Once the students have brainstormed in their groups, instruct them to portray the list in the form of a collage on a chart paper. Give them a week's time to prepare this.
3. Ask the group leaders to present all the discriminations and atrocities they have depicted in the collage and encourage discussion.

Students may list only major atrocities and may overlook subtle day-to-day discrimination against girls and women. They should realize that right from the time of conception the girl child is discriminated against all her life. Explain about Gender Discrimination and also read from the following list.

**Some common Gender Discriminations and atrocities**

- Foeticide , Female infanticide
- Sexual-Abuse
- Girls being weaned early from breast feeds
- Girls receiving smaller portions and poorer quality of food and girls & women eating food only after the entire household has been fed
- Least priority to health & emotional needs of girls

- Girls not sent to school or even if sent, not allowed to complete their education in order to look after siblings or do household work
  - Women being poorly paid and not obtaining equal wages for equal work
  - Discrimination at their work places
  - Poor status in the family where men continue to control decision making, limited family resources, freedom of movement, access to the world outside, etc.
  - Women not being allowed to make choices or decide on issues regarding pregnancy, abortion, contraception
  - Male risk behaviour leading to STDs and HIV/AIDS infection in women.
  - Being held responsible for not giving birth to a male child
  - Women not allowed to perform religious rites
  - Violence against women in the form of sexual violence, sexual harassment, forced prostitution, domestic violence, marital rape, wife battering
  - Dowry harassment and deaths, Practice of Sati , Neglect of widows
  - Ridicule & marginalization of unmarried women and widows by the society.
  - Glorification of subservience to men, martyrdom, self-sacrifice etc.
4. Ask students to list what they can do at a personal as well as a community level to discourage and prevent such discrimination

### **Learning Outcomes**

- Gender related discrimination against girls and women are deep rooted in our culture and society
- We can and should all do our best to promote the idea of equity and equality.

### **Gender Discrimination**

From the time of conception the girl child is discriminated against all her life because daughters are perceived as an economic and social burden and also because of the son obsession in our patriarchal society.

Discrimination includes foeticide & infanticide, being weaned from breast feeds earlier than male babies; her nutritional, health, emotional, educational and other needs being given the last priority. Girls start working earlier than boys, work longer and harder throughout their lives. The woman is required to meet the needs of her family before her own needs. The woman is blamed for not producing children even if the husband is infertile or for having only girl babies even though it is the father's Y gene that decides the sex of the child.

Men control decisions regarding family resources, women's sexuality, freedom of movement, access to the world outside the home, etc. Women have very

little decision-making power and issues concerning her are marginalized.

Violence against women is prevalent among all-social classes and castes in India and take the form of sexual violence, sexual harassment, domestic violence, rape and sexual abuse, marital rape unwanted pregnancy, forced abortion, STDs and HIV /AIDS, forced prostitution; dowry deaths, mental cruelty, neglect of widows and elderly women, etc. Alcoholism has a strong correlation with domestic abuse.

Wage earning empowers women. But this is an additional burden on them and very often they do not have control over their earnings, and face discrimination at the work place such as unequal wages, sexual harassment etc. All the domestic work is unpaid and unappreciated.

The above examples are blatant and offensive but there are many others, which are subliminal. e.g. female models used to sell men's shirts; the 'macho/complete' man used to sell cigarettes.

When gender discrimination has been socialized and internalized, it is no longer visible to the gender insensitive. Unfortunately, religion, health care, education the legal system, employment and the media, reflect and promote gender discrimination.

### **MATCH THE FOLLOWING**

#### **Process**

1. Make the following sets of sentences about people in non- traditional gender roles.
2. Cut each sentence in half, so that one half contains information about the role, and the other indicates the gender of the person.
3. Give a slip of paper with a sentence fragment. Ask them to move around the room and attempt to find another student whose fragment completes the sentence.
4. When all the students have completed their sentences, ask them to read aloud to the rest of the class.
5. Discuss the following points
  - Was this exercise easy or difficult? Why?
  - Was there anything surprising or unexpected about the completed sentences?
  - Definition of prejudice, stereotyping etc.
  - Where do our gender stereotypes come from?

She liked to	Play cricket after school
The father liked to	Make snack for the children when they came home from school
Before the nurse helped with the operation	He washed his hands
The boy changed his clothes before going	To the dance class
The police officer blew the whistle away	Because she saw the thief running away
Before he went home,	the secretary made sure that all the letters were typed
The surgeon put on a mask	Before she began the operation
Before entering the temple the priest	Washed her feet.
The auto rickshaw driver	Re- set her meter when passengers got in
My mother locked the door	Before she left for work
The Saint	Swept the courtyard
After he grabbed the ball	The paraplegic shot it through the hoop

### Additional Activities

1. Ask students to list gender based stereotypical statements like “Don’t cry like a girl”; “All women drive cars badly”; “She wears the pants in the house” and discuss the reasoning behind them  
 Are these statements true?  
 Are these justified?
2. Ask them to interview women who are housewives / mothers at home to find out the actual physical work like bending, stretching, lifting weights etc. they do in the course of housework.
3. Ask them to interview men in the same age bracket to find out how much physical strength is involved at work done by them, both occupational and at home.

- What are the reasons for the persistence of the notion that women constitute the weaker sex?
  - Are these occupations in keeping with stereotypes (men as managers, doctors or pilots and women as nurses, air- hostesses or teachers)?
  - Are the jobs equal with respect to status, power, decision-making, salary and promotions?
  - Can a member of the opposite sex also perform the job? What would happen?
4. Ask the students to watch advertisements / bring in advertisement - What types of stereotypes are most common?
  5. Ask student watch / bring in an advertisement that showed men / women in non- stereotyped roles and their reactions to them? How might other people react to the same situation?

### Learning outcomes

- Many myths and misconceptions about roles and responsibilities in the area of social interaction, gender etc. exists.
- These are usually gender biased and result in unfair disadvantages to girls and women.
- They are outdated and have to be corrected.

## Activity 6 : Sexual Abuse – Awareness Building and Sensitising



**Time: 20 minutes**

**Objective:**



To raise awareness about Sexual Abuse

**Mode:** Separately for boys and girls by male and female teachers.

**Life Skills Focused:**

Critical-Thinking, Creative-Thinking, Problem-Solving, Decision-Making.

**Values Enhanced:**

Compassion, Tolerance, Courage, Love, Social-Justice, Empathy.



**Process**

- Divide the class into groups
- Read the following case study and distribute it to the groups.
- Brainstorming about the case study
- Critically analyze the issue
- Comment on the issue
- Sharing experiences



Raghav, a student of Class IX, constantly bunked his class and was always found in the primary block of the school. The disturbing part was his association with boys of classes VI or V, who were always scared of him and reported the same to the principal.

### Suggested Questions

1. Can you identify the inappropriate behaviour of Raghav?
2. How can Raghav be made to understand the severity of his behaviour?
3. Which life skills can be taught to the younger boys to prevent such a situations?
4. How can these young boys be helped to cope with such a situation.

### Learning Outcomes

- Several instances of sexual abuse and sexual harassment take place around us everyday.
- This is one of the problems in our communities that have to be tackled by us.

### Salient Findings on Study on CHILD ABUSE

{Source: Study on Child Abuse: INDIA 2007 – Ministry of Women & Child Development, Govt. of India}

- Two out of every three children were physically abused.
- Out of 69% children physically abused in 13 sample states, 54.86% were boys.
- Over 50% children in all the 13 sample states were being subjected to one or the other form of physical abuse.
- Out of those children physically abused in family situations, 88.6% were physically abused by parents.
- 53.22% children reported having faced one or more forms of sexual abuse.
- Andhra Pradesh, Assam, Bihar and Delhi reported the highest percentage of sexual abuse among both boys and girls.
- 21.90% child respondents reported facing severe forms of sexual abuse and 50.76% other forms of sexual abuse.
- Out of the child respondents, 5.69% reported being sexually assaulted.
- In matters of sexual abuse, 50% abusers are persons known to the child or in a position of trust and responsibility.
- Most children did not report the matter to anyone.

### III. Risk factors FOR CHILD SEXUAL ABUSE

#### Community related

- High crime rate
- Lack of or few social services
- High poverty rate
- High unemployment rate

#### Child related

- Weak child
- Sick child
- Handicapped child
- Emotional child

#### Parent related

- Personal history of physical or sexual abuse as a child
- Teenage parents
- Single parent
- Emotional immaturity
- Poor coping skills
- Low self- esteem
- Lack of social support
- Domestic violence
- Lack of parenting skills
- History of depression or other mental health problems

### IV. SIGNS OF CHILD SEXUAL ABUSE

Child sexual abuse is a ruthless combination of sexual abuse, of emotional abuse and of physical abuse. The child victim of abuse may show a cluster of physical, behavioural and emotional changes listed below:

#### Physical symptoms

- Bite marks
- Unusual bruises
- Lacerations
- Burns
- High incidence of accidents or frequent injuries like swellings on face and extremities
- Discoloration of skin
- Sleep, speech disorders
- Complaints of pain upon movement or contact
- Bed wetting
- Continuous loose motions and passing stools on bed
- Recurrent abdominal pain
- Constant throat and urinary infections

### **Behavioral changes**

- Avoids physical contact with others
- Avoids certain adults
- Wears clothing to purposely conceal injury, i.e. long sleeves
- Gives inconsistent versions about occurrence of injuries, burns, etc.
- Often late or absent from school
- Comes early to school, seems reluctant to go home afterwards
- Not concentrating in school
- Compulsions, obsessions, phobias, hysterical reactions
- Temper tantrums, aggressive overdemanding behavior
- Say negative statements about self
- Attempting to physically hurt oneself
- Constant rubbing of body parts against objects
- Sexual exploration and abuse of others
- Substance-Abuse
- Precocious Sexual-Behavior

### **Emotional changes**

- Apprehensive when other children cry
- Depression, anxiety
- Seems frightened by parents
- Has difficulty getting along with others
- Deep sense of isolation
- Little respect for others
- Overly compliant, shy, passive, withdrawn, gives in readily
- Plays aggressively, often hurting peers

## **Activity 7 : Sexual Abuse – What Can I Do?**



**Time: 20 minutes**

**Objective:**

To raise awareness about sexual abuse



**Mode:** Separately for boys and girls by male and female teachers.

**Life Skills Focused:**

Critical-Thinking, Creative-Thinking, Problem-Solving, Decision-Making.

**Values Enhanced:**

Compassion, Tolerance, Courage, Love, Social-Justice.



## Process

1. Divide the class into 4 groups.
2. Give each group 10 min. to discuss the following situation and present their decision to the rest of the class.
3. **The school watchman frequently touches and pets girls, sometimes brushes their chest and does other such things that make them uncomfortable and angry.**
4. Should any action be taken and if so what?
5. Can anything be done and if so what?

### Discuss the following :

Suppose the abuser is a teacher, parent or the boss at work or senior school mate or a close relative : what action if any, can be taken?

### Learning Outcomes

- Several instances of Sexual-Abuse and Sexual-Harassment take place around us everyday.
- This is one of the problems in our communities that have to be tackled by us.

### Homework

List other instances of such Sexual-Abuse or Sexual-Harrasment that you know of. Can anything the done about these and if so what? Is there something that YOU can do in a personal capacity?

Use the slide below to highlight the salient findings of Child Abuse

### Note for Nodal Teachers



For detailed information/clarification of doubts, the teacher can refer to the Reference Material provided. The teacher can also asked the students if they would like to suggest any other prevalent or local myths to add the list.

# Review of Classroom Session 1 and Questions in the Question Box



**Time: 30 minutes**

## Objective



To address questions from the Question Box (for Classroom Session 1).

## Life Skills Focused

Critical-Thinking, Self-Awareness, Consensus-Building, Problem-Solving.



## Preparatory Work

- Read the relevant section from the Reference Material.

## Process



1. Open the Question Box and read out the questions one by one.
2. Ask the students to respond to the questions.
3. Provide correct information when the group is unable to give the correct answers.
4. However, scan through the questions and, based on the sociocultural situation, use your discretion in choosing which ones to answer.

## Review of Healthy Growing up, Adolescent Health Issues (AHI) - Classroom Session 1

**By the end of this session, students would have:**

- Clearly understood changes during adolescence: physical, social, emotional and cognitive changes.
- Understood the concept of Life-Skills and the importance of such skills in daily living.
- Understood the importance of Self-Esteem and become more aware of their own selves.
- Understood the difference between sex and gender.
- Clarified myths and misconceptions about growing up and AHI.

Classroom Session 2

## RTIs/STIs and HIV/AIDS

*"Advice is like snow - the softer it falls, the longer it is dwelled upon  
and the deeper it sinks into the mind"*

– Samuel Taylor Coleridge

# RTIs/STIs and HIV/AIDS

Minimum non-negotiable time: 7 hours

## Note for Nodal Teachers



- Separate sessions for boys and girls to be conducted – by male and female nodal teachers respectively
- Most of the activities are designed to be completed in two class periods.
- Each activity should be completed at one go and should not be split up.
- The teacher can choose from the activities depending on the local cultural context.
- Ensure that the Question Box is placed in the classroom/school premises through the entire programme/academic year.
- **Review the relevant content from the Reference Material before conducting this session.**

### **Key Concepts and Ideas to be Assimilated in this Session**

- Basic facts on RTIs and STIs.
- Accurate knowledge on transmission and prevention of HIV, and the difference between HIV and AIDS.
- The vulnerability of young people to HIV infection.
- Deconstruction of myths and misconceptions in respect of STIs/RTIs and HIV/AIDS.
- Tests for HIV detection and the role of the Integrated Counselling and Testing Centres (ICTCs).
- Sensitisation to issues of stigma and discrimination against people living with HIV/AIDS.
- Personal beliefs and their influence on behaviour.
- Process of decision making.



## Topic 5: Reproductive Tract Infections (RTIs) and Sexually Transmitted Infections (STIs): Basic Facts

*Time: 45 minutes*

### *Objectives*

Through this topic, the students will be able to:

- List some symptoms suggestive of RTIs/STIs.
- Explain the need and method of prevention against RTIs/STIs.
- Examine misunderstandings and sensitive questions about RTIs/STIs.

### *Method*

Presentation and quiz.

## Activity 1: Let's discuss – Young people and STIs



**Time: 45 minutes**

### **Objective**



To provide the students with information on RTIs/STIs.

### **Life Skills to be enhanced**

Self-Awareness, Critical-Thinking.



### **Preparatory work**

- Prepare OHP slides to be displayed in the activity.



### **Process**

1. Initiate this activity by asking the students if they have heard of the terms RTIs/STIs. What do they mean, and why it is important to know about them?
2. Write some of the correct responses on the blackboard.
3. Provide accurate information through the slide presentation.

RTIs	STIs	Slide 25
<ul style="list-style-type: none"> <li>• These are infections of the reproductive tract in both males and females.</li> <li>• All RTIs are not sexually transmitted. Some may occur due to imbalance of the normal bacteria in the reproductive tract.</li> <li>• Agents of infection are bacteria, viruses or protozoa.</li> </ul>	<ul style="list-style-type: none"> <li>• STIs are RTIs transmitted during sexual activity.</li> <li>• Some of them have no cure.</li> </ul>	

Common STIs	Slide 26
<ul style="list-style-type: none"> <li>• Chlamydia.</li> <li>• Chancroid.</li> <li>• Genital warts.</li> <li>• Gonorrhoea.</li> <li>• Hepatitis B and C.</li> <li>• Herpes simplex.</li> <li>• Syphilis and HIV which leads to AIDS.</li> </ul> <p>The germs or virus that causes these diseases are all very small and cannot be seen with the naked eye. They can be diagnosed through medical examination and various laboratory procedures.</p>	

Consequences of Untreated STIs	Slide 27
<ul style="list-style-type: none"> <li>• Infected persons can transmit STI to their partners.</li> <li>• The reproductive organs of the infected person could get damaged, resulting in infertility or sterility.</li> <li>• A pregnant woman can transmit it to her baby, resulting in the infant suffering from congenital defects/malformations, deafness or blindness.</li> <li>• There is increased vulnerability to HIV.</li> <li>• There are increased chances of cervical cancer.</li> <li>• Repeated abortions or foetal death could take place.</li> </ul>	

## Prevention and Treatment of STIs

Slide 28

- Improving knowledge of RTIs/STIs via adolescent health education.
- Maintaining proper genital hygiene; girls should also maintain good menstrual hygiene.
- Practising abstinence.
- Not neglecting any unusual discharge.
- Seeking medical help immediately.
- Avoiding quacks.

4. At the end of the presentation ask students the following questions. Encourage them to come up with the answers.



### Questions

- How can this information about RTIs/STIs help them?
- What can a young person do if he/she thinks that he/she has an RTI/STI?
- What would you suggest to a younger cousin who shares her fears related to vaginal discharge?

## Key Messages

Slide 29

- Both girls and boys should practise proper pubic hygiene to prevent RTIs.
- Girls should follow proper menstrual hygiene to prevent RTIs.
- It is important to remember that the symptoms of RTIs/STIs may go away after some time even without treatment, but the disease remains in the body and causes damage to the reproductive tract. Hence all RTIs/STIs must be treated adequately and early.
- Qualified doctors are the only ones who can give a guarantee of care. Self-Medication and quacks do more harm than good and therefore should be avoided.
- STIs increase vulnerability to infections such as HIV.
- Abstinence is the best form of protection from STIs.

## Topic 6: HIV/AIDS: Basic Facts, Transmission and Prevention

*Time: 120 minutes*

### *Objectives*

Through this topic, the students will be able to:

- Explain what is HIV and AIDS.
- Understand the difference between the two.
- List the various modes of transmission of HIV.
- Explain the causes for vulnerability of young people to HIV.
- List the ways of prevention against HIV.
- Enumerate the tests available for HIV.
- Explain the role of ICTCs.
- Dispel myths about HIV transmission.

### *Method*

Quiz, group discussion, group game, question and answer, presentation.

Note : Teacher can choose activities depending on the local cultural context.

## Activity 1: Let's discuss - HIV/AIDS



**Time: 75 minutes**



### **Objective**

To enhance the students' knowledge about HIV transmission, prevention and the vulnerability of young people to HIV infection.

### **Life Skills Focused :**

Critical-Thinking, Cooperation and Teamwork, Self-Awareness.



### **Preparatory Work**

- Prepare OHP slides to be displayed in the activity.



### **Process**

1. Inform the class that there will be a quiz to test their level of awareness about HIV/AIDS.
2. Divide the class into two teams – Team A and Team B.
3. Ask Team A the first question. If they answer it correctly, award them one point, else pass the question to Team B. If Team B is also unable to answer, then provide the correct information. Identify incorrect

or incomplete information and replace with accurate information through the slides. Continue the process till all the questions have been discussed.



### Suggested Quiz Questions

- What does HIV stand for? Is it an STI?
- How does HIV affect the immune system?
- What are the ways through which HIV can be transmitted?
- Are young people vulnerable to HIV infection? Or, do you think young people can get HIV infection? Or, in your opinion, how many young people are affected by HIV/AIDS in India?
- Why are girls more vulnerable to HIV?
- Can one tell if a person has HIV?
- Can one be tested for the presence of HIV? What are the tests available?
- Where can a person get tested for HIV?
- How does HIV progress into AIDS?
- What is AIDS?
- What is the difference between HIV+ and AIDS?
- What are the signs and symptoms of AIDS?
- How can a person prevent HIV infection?

### HIV is

Human

Immunodeficiency

Virus

Hence, HIV is present only in humans.

Slide 30

### Immune System & HIV

- In healthy individuals, infections are kept at a distance through an array of defenders which constitute the immune system in the body.
- White blood cells are an important part of this defence, which fight and destroy the infection-causing bacteria and viruses. HIV directly attacks, enters and stays inside these white blood cells. The number of white blood cells in the body is slowly reduced and the immune system is paralysed.

Slide 31

## Modes of HIV Transmission

Slide 32

- Infected blood – blood transfusions with untested blood.
- Infected equipment – needles/instruments/syringes.
- From an infected mother to her unborn child.
- Unprotected sexual activity when one of the partners is infected with HIV. Hence, it is an STI.

## HIV and Young People

Slide 33

- Six young people are infected every minute with the HIV virus. Half of all new HIV infections worldwide are among young people aged 15–24 years. Those affected are likely to die of AIDS before they turn 35.
- In some of the hardest-hit countries, adolescent girls are five to six times more likely to be HIV+ than their male counterparts due to various factors.

### Factors that put young people at risk

- Curiosity about sex.
- Limited information on growing up and sexuality issues.
- Early marriages.
- Experimentation with alcohol, drugs and sex.

## Can One tell if a Person is HIV positive?

Slide 34

- A person living with HIV may not show any external signs of the infection, he/she may continue to be healthy but can infect others.
- The only way to find out if one has HIV is to have an HIV test. This is done at a hospital or clinic and should involve being counselled about the HIV infection. The test requires a person to give a sample of blood which is tested for the antibodies which the body produces to fight HIV.

## Different Types of Tests used for HIV Detection

Slide 35

- Rapid Test/Spot Test
- ELISA (Enzyme Linked Immunosorbent Assay)
- Western Blot
- PCR-DNA (Polymerase Chain Reaction - Deoxyribonucleic Acid)

The ELISA/Rapid/Spot Tests are screening tests that need to be confirmed by the Western Blot Test. They detect antibodies of HIV. PCR-DNA detects the presence of the virus.

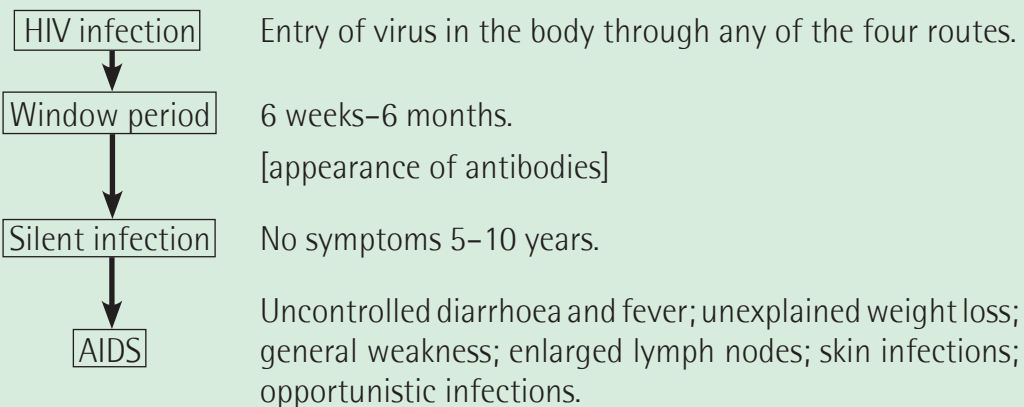
## Integrated Counselling and Testing Centres (ICTCs)

Slide 36

- A person can get tested for HIV at a general hospital or a Integrated Counselling and Testing Centre (ICTC) or any medical centre that provides these facilities.
- ICTCs provide pre- and post-HIV test counselling to understand the need for testing as well as the test results.
- Counsellors are bound by confidentiality – that means that whatever is disclosed should not be shared or discussed with others.

## Progress of HIV in the Body

Slide 37



## AIDS Results from Infection from HIV

Slide 38

<b>Acquired:</b>	Not genetically inherited but contracted from somebody.
<b>Immune Deficiency:</b>	Inadequacy of the body's main defence mechanism to fight external disease producing organisms.
<b>Syndrome:</b>	Not just one disease or symptom, a group of diseases or symptoms present in the body.

## Difference between HIV and AIDS

Slide 39

- HIV positive means that the person has been infected with HIV.
- Being HIV positive does not mean that a person has AIDS.
- AIDS is the advanced stage of HIV infection.
- A person is said to have AIDS when the immune system is completely destroyed and potentially opportunistic infections invade the body.
- An HIV positive person can appear healthy and carry out most day-to-day activities.

## Signs and Symptoms of AIDS

Slide 40

As the person's immune system starts getting weak, signs and symptoms of AIDS develop. These can be:

- Weight loss greater than 10% of previous body weight.
- Fever longer than one month.
- Diarrhoea longer than one month.
- Persistent severe fatigue.
- Repeated infections.

These symptoms can also occur in people who do not have HIV infection.

However, when several of these occur at the same time in the same person and are persistent, they may indicate the development of AIDS and need to be investigated.

## Prevention

Slide 41

There is a lot young People/Adults can do to protect themselves from HIV infection:

- Learn the facts about growing up and HIV/AIDS.
- Clarify doubts and fears.
- Practice abstinence.
- Resist Peer Pressure to engage in Sexual Activities.
- Avoid substances such as alcohol and drugs, which cloud one's judgement and make one prone to risky behaviour.
- Sterilise any instruments that pierce the skin, such as needles and syringes.
- Test all blood being used before transfusion; it should be certified HIV free.
- Pregnant women should get themselves tested; treatment that will prevent mother to child transmission is now available in all government medical hospitals; if necessary, seek treatment.
- As adolescents: abstinence till marriage.



4. Use the slide below to recapitulate and highlight the Key Messages.

### Key Messages

Slide 42

- Everyone is vulnerable – especially young people. Global data shows that 50% of all new infections occur in the 15–24 year age group and 35% of all reported new infections in India are in the 15–29 year age group.
- Young people are at the centre of the epidemic.
- Learn to protect yourself and dispel myths about HIV. Remember, HIV is preventable.
- A person living with HIV may not show any external signs of the infection, he/she may continue to be healthy but can infect others.
- For every person with AIDS, there are many more who are infected with HIV but have no visible symptoms.
- There is an important distinction between infection with HIV and AIDS (the late stage of the infection). Being HIV+ does not mean that the person has AIDS.
- Even if the HIV tests are negative, the person should take preventive measures in the future.
- It has been difficult to develop a cure or vaccine, because HIV virus hides inside the very cells that are supposed to attack such viruses.

## Activity 2: Assessing the Risk of HIV/AIDS Transmission

**Time: 45 minutes**



### Objective

To clarify the students' knowledge of risky and safe behaviours related to HIV transmission.



### Life Skills Focused

Critical-Thinking, Self-Awareness, Problem Solving.

### Preparatory Work



- Prepare OHP slides to be displayed in the activity.

### Process



1. Read out the following statements one by one; ask the students whether they represent high risk, low risk or no risk situations for HIV transmission.

- Abstinence: No risk.
- Sharing needles in intravenous drug use: High risk.
- Sharing a razor to shave: High risk
- Cutting the skin with a knife used by others : High risk
- Donating blood: No risk.
- Using public toilets: No risk.
- Using a public telephone: No risk.
- Shaking hands with a person living with HIV: No risk.
- Hugging a person living with HIV: No risk.
- Being coughed on by a person living with HIV: No risk.
- Going to school with a student living with HIV: No risk.
- Swimming in the same pool with a student living with HIV: No risk.
- Being bitten by a mosquito : No risk

2. Check whether answers given are correct or not and give explanations for each of the statements. Clarify any further doubts and questions.

## Activity 3 : Crossing The Road



**Time: 20 minutes**

**Objective:**



To develop awareness regarding risk taking behaviour

**Mode:**

Group



**Life Skills Focused:**

Decision Making, Problem-Solving, Co-operation

**Values Enhanced:**

Responsibility, Courage, Determination

**Purpose**

It is not enough to give theoretical knowledge about AIDS. The students will have to realize that HIV/ AIDS is something that can affect them and that the responsibility of preventing the infection lies entirely with them.

This Game will bring out the meaning of “risk” and the factors that could lead to risk behaviour