

## DAY 3

*"Let us never negotiate out of fear. But let us never  
fear to negotiate"*

– John F. Kennedy

### Note for Facilitators



The facilitator assigned for the logistical and planning arrangements for the day should ensure that:

- Seating is arranged according to the requirements of the day.
- All materials are available and all essential preparatory work is completed.

## Session XI: Reflections and Feedback

*Time: 8:30 am – 9:00 am*

### *Objective*

To reflect on the training content and processes of the previous day and to provide feedback on this to the facilitators.

### *Process*

1. Begin the day by welcoming all participants and inviting the two volunteers to present their reflections and the group's feedback.
2. Respond to any issues that have come up and ask participants if there are any questions from the previous day's session.
3. Identify volunteers for reflections for the next day.
4. Check the Question Box for any questions, and be prepared to respond to them.

## Session XII: Enhancing Decision Making Skills

*Time: 9:00 am – 10:30 am*

### Activity 1: Make a bid



**Time: 40 minutes**

#### Objective



To enable the participants to experience the process of decision making.

#### Life Skills to be enhanced

Critical Thinking, Decision-Making, Self-Awareness.



#### Preparatory work

- Photocopies of “Make a bid, ” one per participant.

#### Process



1. Initiate the activity by telling the participants that they make many different decisions every day. Give examples of some decisions that they may make – from deciding what to wear, to choosing friends, to trying something new.
2. Distribute the handout “Make a bid”, one to each participant. Tell them that the handout has a list of items to which they have to give points as per their individual priority. They have maximum of thousand points to assign.
3. Give the participant 5-7 minutes to do this. Then randomly ask some of the participants the following questions.

#### Questions



- To which item in the list have you given the highest points? Why?
  - How did you arrive at the decision? Can you list the steps?
4. Next divide the participants into four groups and tell them that they have to come to a consensus and repeat the activity as a group. Ask the group representative the following questions to stimulate group learning.

### Discussion Questions



- How did your group arrive at a consensus?
- Were the opinions of all the group members same?
- Did you change your opinions from the ones that you had marked in the individual exercise? Why? / Why not?
- How much influence did others have on the decision you made?
- Do you feel satisfied with the group's decisions? Why/Why not?

5. Inform the participants that in the next activity they would be learning the method of taking a decision.
6. Use the slide below to recapitulate and highlight the **key messages**.

### Key Messages

Slide 78

- It is important to analyse the information before taking a decision.
- Environmental factors such as peer pressure often influence our decision.
- It is important to evaluate the consequences for each of the options and only then take the decision.
- If there is a problem in obtaining right information regarding a decision, you should take the help of a trusted adult.

## **Handout: Activity 1**

### **Make a bid**

1. Safe environment
2. Grand party
3. Lots of money
4. New car
5. Secure career
6. Good looks
7. Supportive family
8. Affectionate children
9. Reliable friends
10. Big bungalow

## Activity 2: Let's do – Making decisions



**Time: 50 minutes**

### Objectives



- To enable participants to review the decision making process and practise better decision making.
- To inculcate values of Maturity, Courage and Responsibility.



### Preparatory work

- Prepare OHP slides to be displayed in the activity.

### Life Skills focused

Critical Thinking, Decision-Making, Self-Awareness.



### Process

1. Inform the participants that in this activity they will learn about the Decision Making process.
2. Ask participants to think of how they dealt with a difficult decision or how they addressed a major problem in their life. The aim is to see if participants can identify the key steps they take (and have taken) when deciding what choices they should make around a difficult decision.

### Expected Responses

#### *Steps in making decisions:*

- Define the problem: find out what causes the problem and why it occurs.
- Consider the alternatives: find more than one way to solve the problem.
- Consider the consequences of each alternative: for each alternative found, think about how these alternatives can affect you, your family, your friends or other people. When considering the consequences, it is important to consider your personal values and beliefs.
- Choose the best alternative.
- Implement the decision: put the decision you chose into action.

**P.O.W.E.R. Model\***

Slide 79

- P = PROBLEM** Step 1: Stop and state (or identify) the problem.
- O = OPTIONS** Step 2: Think of different things you can do and use them. The more options you have, the better.
- W = WEIGH** Step 3: Look at the good things and weigh them against the bad things of every option you thought of, to solve your problem. The things you value should guide you in your decision making.
- E = ELECT** Step 4: Choose the best option, talk to a person you respect, then take the best action. Elect the option which obtains what is important to you (values).
- R = REFLECT** Step 5: Think or reflect about what happened because of your decision.

{\* Namibia Youth Programme: My Future, My Choice (UNICEF, Namibia)}

3. Write the suggested steps and fill in the missing gaps. Explain the POWER model.

**Suggested Situations Faced by Adults**

- You are newly married and do not wish to start a family so early. Your in-laws are pressurising you for a child.
- Your parents ask you to meet a prospective groom but you are not yet ready for marriage.
- You are being offered a higher paying job at a far away location.
- You suspect that your trusted household help is stealing money from your almirah.
- Your teenager son is repeatedly asking for a bike to go to school but he is under age for driving.

4. Divide the participants into groups and give each group one of the following decision making situation. They have to depict the decision making process through a flow chart.
5. During the discussion highlight the key factors that affect decision making. Some of the factors are correct information, motivation, peer pressure, culture/traditions, etc. Do not let the discussion go into the correctness of one decision over the other.
6. Remind participants that many decisions which adolescents take can have severe or irreversible consequences, like the decision to engage in high risk behaviour, which could lead to pregnancy, HIV infection,

accidents etc. It is, therefore, very important that adolescents learn and use decision making skills.



### Suggested Situations Faced by Adolescents

- Your best friend asks you to try a cigarette with him/her.
- Your friend asks you to bunk school to go for a movie with him/her.
- Your tuition friend asks you to call her boy/girl friend and sort out their recent quarrel.
- Your senior in school asks you to get the phone number of a girl classmate with whom he wants to be friendly.
- You discover that your 10-year-old cousin is being molested by the house servant.

7. Give each group one of the following situations which adolescents face in their day-to-day lives.
8. Ask them to display the use of POWER model through role play.
9. Generate a discussion on what other, possibly better, options are feasible by asking questions to the rest of the group.
10. Highlight the fact that, even in the same situation, different people take different decisions which leads to different results.
11. Use the slide below to recapitulate and highlight the key messages.

### Key Messages

Slide 80

- Decision-Making is when one has choices and must choose the best one, or when one is trying to make up his/her mind on what one wants and what is best.
- There is more than one way to solve a problem.
- Think about the options/ choices and the good and bad consequences that follow as a result of each.
- It is important to be able to think of as many options as possible – even though they may not be very practical.
- Making the "right choice" is what is important! Some "consequences" kill!



# Session XIII: Preventing Substance Abuse

*Time: 10:45 am – 1:00 pm*

## Activity 1: Know the facts



**Time: 60 minutes**

### Objectives



- To enhance participants' knowledge regarding substance abuse, its symptoms, consequences and treatment.
- To inculcate the values of Accountability, Responsibility, Courage and Determination.

### Life Skills Focused



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

### Preparatory work

- Read Section III on "Preventing Substance Abuse" from the Reference Material
- Write myths on a paper for Group 3.
- Prepare OHP slides to be displayed in the activity.



### Process

1. Ask participants what they understand by the terms "drug" and "substance abuse". Write down the key points on the blackboard and use the slide to explain.

### Drugs

Slide 81

A drug is a chemical substance that changes the way our body works. When a pharmaceutical preparation or naturally occurring substance is used primarily to bring about a change in some existing process or state, it can be called a 'drug'.

### Substance Abuse

Slide 82

Substance abuse is "The use of illicit drugs or the abuse of prescription or over-the-counter drugs for purposes other than those for which they are indicated or in a manner or in quantities other than directed."

2. Explain the term *"illicit drugs"* (illegal drugs such as heroin, marijuana, etc.) and *"over-the-counter drugs"* (drugs available at a medical store such as cough syrups, aspirin, etc. which can be abused). Emphasise the criteria for abuse i.e., *"when a substance is used in a manner not directed or in more quantities than indicated"*.
3. Now ask, *"What is substance dependence or addiction?"* and *"Is there a difference between abuse and dependence?"*
4. Note down the relevant points and explain the difference using the slide. Explain the terms *tolerance* and *withdrawal* and describe the signs and symptoms of substance dependence.

### Substance Dependence

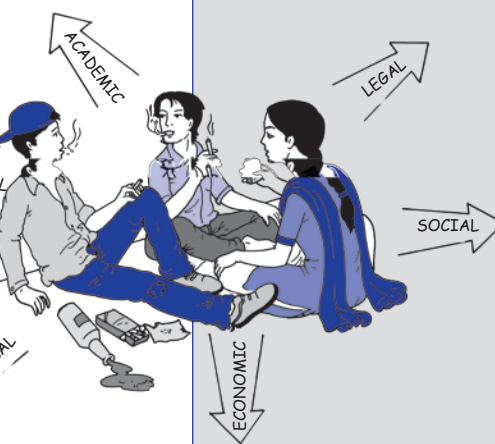
Slide 83

- **Substance dependence** is defined as "compulsively seeking to use a substance, regardless of the potentially negative social, psychological and physical consequences."
- **Substance abuse** leads to substance dependence with the development of tolerance and withdrawal.
- **Tolerance** is defined as a need for increased amount of substance to achieve intoxication or the desired effect.
- **Withdrawal symptoms** occur when the user who is dependent on a substance stops using it. They range from mild tremors to convulsions, severe agitation and sometimes death. Withdrawal symptoms vary depending upon the substance abused, the duration of the use of substance and the quantity abused.

### Signs and Symptoms

Slide 84

*Dependence on any substance may include these general characteristics:*



- Feeling that one needs the substance on a regular basis to have fun, relax or deal with one's problems.
- Giving up familiar activities such as sports, homework or hobbies.
- Sudden changes in work or school attendance and quality of work or marks.
- Doing things that a person normally wouldn't do to obtain the substance, such as frequent borrowing of money or stealing items from employer, home or school.
- Taking uncharacteristic risks, such as driving under the influence.

### Signs and Symptoms (Contd...)

- Anger outbursts, acting irresponsibly and overall attitude change.
- Deterioration of physical appearance and grooming.
- No longer spending time with friends who don't use substances and/or associating with known users.
- Engaging in secretive or suspicious behaviours such as frequent trips to the toilet, keeping room and things locked, always going out of the house at particular hours, excessive resistance in giving an account of movements, etc.
- Feel the need to use greater amounts of the substance of choice to achieve the same effects.
- Talking about the substance all the time and pressuring others to use.
- Feeling exhausted, depressed, hopeless, or suicidal.

5. Divide the participants into groups and ask each of the groups to discuss on the following topics. Let each group choose a representative to present their discussion.

### Topics for Discussion

- Group 1:** Discuss the commonly abused substances you know of, and their consequences.
- Group 2:** Why adolescents are more vulnerable to Substance Abuse and how they can protect themselves.
- Group 3:** Myths and misconceptions related to Substance Abuse (give the list to the participants and they can add other myths that they may have heard of).

6. After 10 to 15 minutes reassemble the groups and call one group representative at a time.
7. Note the important points and supplement them with accurate information using the slides below.

### Substances of Abuse

Slide 85

- Cannabinoids (e.g., hashish and marijuana).
- Stimulants (e.g., amphetamines and cocaine, nicotine, tobacco).
- Depressants (e.g., alcohol, barbiturates etc.)
- Narcotics (opioids and morphine derivatives, e.g., heroin, opium).
- Hallucinogens (e.g., LSD and mescaline).
- Other compounds (e.g., steroids and inhalants).

## Gateway Drugs

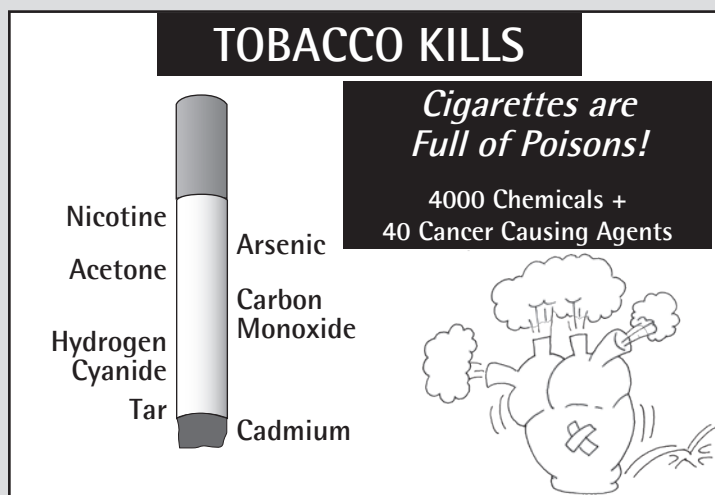
Slide 86

- The commonly abused substances among adolescents are tobacco and alcohol, which act as gateway to the use of other drugs.

## Harmful Effects of Smoking Cigarettes

Slide 87

- Diminished or extinguished sense of smell and taste.
- Smoker's cough.
- Gastric ulcers.
- Chronic bronchitis.
- Increase in heart rate and blood pressure.
- Premature and more abundant face wrinkles.
- Heart disease.
- Stroke.
- Cancer of the mouth, larynx, pharynx, oesophagus, lungs, pancreas, cervix, uterus, and bladder.



Cigarette smoking is perhaps the most devastating preventable cause of disease and premature death. Smoking is particularly dangerous for teens because their bodies are still developing and changing and the 4,000 chemicals (including 200 known poisons) in cigarette smoke can adversely affect this process.

## Harmful Effects of Alcohol Abuse

Slide 88

### Short-term effects

- Distorted vision, hearing, and coordination.
- Altered perceptions and emotions.
- Impaired judgement.
- Bad breath.
- Hangovers.

### Long-term effects

- Loss of appetite.
- Vitamin deficiencies.
- Stomach ailments.
- Skin problems.
- Liver damage.
- Heart and central nervous system damage
- Memory loss.

## Harmful Effects of Other Substances of Abuse

Slide 89

- **Cannabinoids:** Frequent respiratory infection, impaired memory and learning, increased heart rate, etc.
- **Stimulants:** Rapid or irregular heart beat, reduced appetite, weight loss, panic, paranoia, aggressiveness, damage to respiratory areas, etc.
- **Depressants:** Fatigue, confusion, impaired coordination, respiratory depression and arrest, death etc.
- **Narcotics:** Nausea, unconsciousness, coma, death, etc.
- **Hallucinogens:** Persisting perception disorder, sleeplessness, etc.
- **Inhalants:** Unconsciousness, cramps, weight loss, memory impairment, damage to cardiovascular and nervous system, etc.

## Psycho-social Complications of Substance Dependence

Slide 90

- **Financial:** Spending money on substance instead of essential needs; exhausting savings; borrowing money, etc.
- **Occupational:** Inefficiency due to decreased performance; unpunctuality; fights, quarrels, thefts; absenteeism; accidents at work place; suspension, etc.
- **Familial:** Arguments over substance use; neglect of family obligations; quarrels and physical violence; divorce; ostracism by family, etc.
- **Social:** Peer alienation; arguments, fights; decreased social reputation, etc.
- **Legal:** Violation of rules; thefts and petty crimes; arrests and court cases.

## Why are Adolescents Vulnerable?

### *Personal factors*

- False beliefs and perceptions about the benefits of Substance-Abuse.
- Lack of knowledge of consequences.
- Feeling of enhanced Self-Efficacy.
- Personality factors, e.g., depression, low Self-Esteem.
- False sense of psychological well-being.

### *Behavioural factors*

Adolescents:

- Tend to be heavier and more frequent users of Substances than adults.
- Often use more than one Substance.
- With poorer academic achievement are statistically at higher risk for Substance Abuse.
- Tend to engage in more high-risk behaviours than adults.
- Often lack well-developed self-control and may behave more impulsively than adults.
- Experiment out of curiosity.

### *Environmental factors*

- Attitudes and values of parents and peers in support of Substance -Abuse.
- Parental, sibling and peer use of Substances.
- Advertising and media glamorisation of Substances.
- Easy accessibility of Substances.
- Social and cultural norms accepting Substance-Abuse.
- Factors such as low socio-economic status are statistically related to the tendency to use Substances.

### *Physiological factors*

- Developing brains and bodies are more sensitive to drugs.



## Protective Factors

Slide 92

<i>Individual</i>	High Self-Esteem; high intelligence; optimistic about future; coping skills; belief in self, expectations, norms and values.
<i>Family</i>	Strong parent and youth attachment; consistent discipline and supervision; no family history of Substance-Abuse.
<i>Peer group</i>	Non-Substance Abusers; have conventional values and shared interests.
<i>School</i>	Connectedness; quality school with opportunity to succeed.
<i>Community and society</i>	Health, support and recreational facilities; safe neighbourhood; connectedness to culture, religion, etc.

## Treatment and Rehabilitation

Slide 93

- Interventions are multimodal and planned.
- Treatment goals
  - Achieve and maintain abstinence from the drug.
  - Relieve him/her of adverse health and psycho-social consequences of substance use.
  - Prevent relapse into the habit.
- Adequate support and participation of family members is a must to help recovery and maintain a drug free lifestyle.

## Common Myths about Drug Intake

Slide 94

Myths	Facts
There is no harm in trying drugs just once.	Almost all drug addicts start by trying just once. Drugs alter the metabolism of our brain and body. Once the drug is taken, the user is always at risk to increase the drug intake, which becomes a part of his/her habit.
Alcohol promotes good sleep.	People dependent on alcohol cannot sleep well without it. Those who do not use alcohol regularly may have disturbed sleep after alcohol consumption.

<b>Common Myths</b> (Contd.)	
<b>Myths</b>	<b>Facts</b>
Will-power alone can help a drug addict stop taking drugs.	A person dependent on Substances is suffering from a disease, not just from a failure of will-power. He or she requires medical and psychiatric treatment.
Alcohol helps people to forget their problems.	This has become a 'truth' because regular and heavy alcohol users often use this excuse for their drinking. Very often the opposite is found to be true – people bring up forgotten problems only when they are intoxicated. Alcohol only adds on other problems.
Most addicts get their first dose of drugs from a peddler or a pusher.	Most of the addicts get their first dose of drugs from a friend or close associate.
Beer is not 'hard liquor' and can be consumed safely.	Beer is an alcoholic beverage, although it contains less alcohol than hard liquor like whisky or rum. Beer contains 4% to 8% alcohol. One 285 ml bottle of beer is equal to a peg of whisky; thus, drinking six such bottles of beer in an evening, is equivalent to consuming six pegs of whisky.

8. Ask the group what role they can play in advocating about the harm of using substances to adolescents.

## Activity 2 : Influence of Media Advertising On Drinking And Smoking



**Time : 30 minutes**

**Objective :**

- To develop skills of Critical-Analysis after close reading



**Mode :** Group

**Life Skills Focus :**



Critical-Thinking, Decision-Making

**Values Enhanced :**

Social-Responsibility, Determination



**Process**

- Tell students "Advertisement for alcohol and tobacco are banned in



- India. But still there are “indirect or surrogate” ads that sell the brand name of the company selling alcohol and tobacco.
2. Ask them to identify and list such ads and to bring in cuttings of such ads if available and pin them up on the board for the whole class to look at for the next class.
  3. Divide the students into groups and ask them to answer the following questions about the ads.
    - a. What is the product they claim to sell and what is the hidden influence in them?
    - b. Where do you find these advertisements
    - c. What is it that attracts you in these ads?
    - d. What message seems to run through all the advertising?
    - e. Do these ads fail to tell us the negative aspects? If so what are they?
    - f. What influence might advertisements for alcoholic beverages have on you and other people?
    - g. Ask them to list situations in other media which have a similar influence.
    - h. How do you feel about the advertisements? Is it right to have such ads?
  4. Get the groups back together and list the answers on the board.
  5. Add to these if necessary from the answers given below.

Some possible answers to the questions above

**Question 3. c. What is it that attracts you in these ads? Anything else**

- The setting
- The smart good looking people
- The crystal glasses and the sparkling ice-cubes
- The colour
- The actor

**Question 3.d. What message seems to run through all the advertising?**

- Drinking / smoking enhances social situations
- Drinking / smoking is equated with success
- Drinking / smoking is necessary in social settings

**Question 3.f. What influence will such advertisements for alcoholic beverages or cigarettes have on you and other people?**

- They make you feel like experimenting with alcohol and tobacco

**Question 3.g. Examples of situations in other media which have a similar influence.**

- Alcohol advertising is often associated with sporting events. Society tends to associate drinking with manly type activities.
- Some magazines do not advertise alcoholic beverages (eg. Some “Women’s” magazines), yet others (e.g. sports and “men’s” magazines) have many advertisements for alcoholic beverages
- Movies and TV programmes show the hero drinking and smoking.

**Learning Outcomes**

- Advertisers are attempting to get people to buy their product. To do this, they use the most attractive people and settings so that readers or viewers will feel good and associate the good feelings with the products.
- Just because this view is portrayed so widely does not mean that there is not another side to it.

We must learn to make informed decisions and not get carried away by superficial, non-realistic messages.

**Key Messages**

Slide 95

- Commonly Abused Substances among Adolescents are tobacco and alcohol, which act as gateways to the use of other drugs.
- Substance dependence involves tolerance, withdrawal and disruption of psychological, occupational and social functioning.
- There are severe financial, occupational, familial, social and legal consequences of Substance dependence.
- Factors which make Adolescents vulnerable to serious Substance-Abuse are poor Self-Esteem, family history of Substance-Abuse, low achievement at school, family instability, history of abuse and aggressive / impulsive personality.
- No one starts taking Substances with the aim of getting addicted. However, these Substances have such brain-altering properties that, after a point of time, a person loses control and becomes addicted to them.

## Activity 3 : But This Is Not Fair! (Being Responsible)



**Time : 20 minutes**



**Objective :**

- To develop Critical-Thinking Skills

**Mode :**

Group, whole class



**Life Skills Focus :**

Critical-Thinking, Self-Awareness, Decision-Making

**Value Enhanced :**

Social-Justice, Responsibility.



**Process**

- Write the following “What’s Fair” situations on the blackboard.

**What’s Fair’ situations:**

- 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?
- 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?
- 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?
- 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?

- Divide the class into groups of 4 or 5 students.
- 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.
- Ask the groups to present their opinions and their reasoning and throw these open for discussions.

**Read and Discuss**

- What kinds of situations were described as fair? Why?
- What kinds of situations were described as unfair? Why?
- 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 4 : 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 are 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.

## Activity 5: Expressing what you mean



**Time: 40 minutes**

### Objectives



To make participants appreciate the difference between passive, aggressive and assertive ways of communicating.

To inculcate values of Courage and Discipline.

### Life Skills Focused

Self-Awareness, Effective-Communication, Interpersonal-Relationships.



### Preparatory work

- Make slips, one for each of the three styles of communicating – passive, aggressive, assertive. Ask for three volunteers and explain the styles to them. Volunteers have to act in accordance with the style given to them.
- Prepare OHP slides to be displayed in the activity.



### Process

1. Tell rest of the participants there will be a demonstration.
2. Call the first volunteer (passive). Randomly ask one of the participants in the group to insist that the passive volunteer must drink alcohol for the sake of their friendship. The volunteer responds in the passive way of communicating.
3. Repeat the process by calling the second volunteer (aggressive) and then the third (assertive). Other suggested situations are: being asked to meet late at night, being blamed for something you haven't done, being asked to smoke, being asked to go to a movie with unacceptable company, etc.
4. After the role-plays, use about 10 minutes to discuss the following with the whole group:

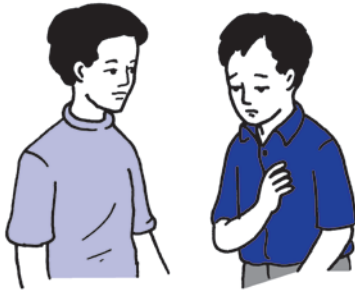
- How did the particular character behave in each of the roles played?
- Which approach do you think worked best? Why?
- How can you change yourself? What can you do if you think you are being passive or aggressive in your communication?
- What skills does an adolescent require to communicate in an assertive manner?

*(Interpersonal relationships skill, self-awareness)*

### Note for Facilitators



As the group identified the communication style used by the person playing the role, show the relevant slide of passive, aggressive and assertive modes of communicating.



### Passive

Slide 96

Passive means to communicate in a "weak" way. You are unclear, you are afraid to address the issue or problem. You are not strong with your opinion and you do not want to upset or disappoint the other person. You exhibit confused body language, which shows you are weak, timid, undecided and have low self-esteem.



### Aggressive

Slide 97

Aggressive means to communicate in a way that threatens to punish the other person if your feelings, opinions or desires are not accepted. You try to discourage the other person, and insist on your rights while denying their rights. Only your ideas, words, opinions, thoughts are correct. You have threatening and forceful body language.



### Assertive

Slide 98

Assertive means to communicate in a way that does not seem rude or threatening to others. You are firm in standing up for your opinion, ideas, feelings, and for your rights without endangering the rights of others. You tell someone exactly what you want in a way which makes it clear that these are your ideas, words, opinion and thoughts, and you believe them to be correct for you. You have strong and steady, but non-threatening, body language.

5. Use the slide below to recapitulate and highlight the key messages.

### Key Messages

Slide 99

- It is important for adolescents to communicate in an assertive manner.
- This can help them to stand firm and resist external attempts to mould thoughts and behaviours.
- Assertive communication leads to greater selfconfidence and control and evokes respect from other.
- Passive behaviour leads to feelings of helplessness, anxiety, disappointment and a violation of your rights.
- An aggressive style can lead to feelings of anger, frustration; you win at the expense of others.

### **Note for Facilitators**

As the group identifies the communication style used by the person playing the role, show the relevant slide of passive, aggressive and assertive modes of communicating.



## Session XIV: Coping with Peer Pressure and Stress

*Time: 2:00 pm – 4:00 pm*

### Activity 1: Let's know – Peer Pressure

**Note :** Activity for Teacher/Course Participants and statements are thus devised for their level.



**Time: 20 minutes**

#### Objectives



- To make participants understand the nature of peer pressure.
- To inculcate values of Determination, Courage and Discipline.

#### Life Skills focused

Critical Thinking, Self-Awareness, Resisting Peer Pressure.



#### Preparatory work

- Photocopy of the handout (one for each participant).
- Prepare OHP slides to be displayed in the activity.



#### Process

1. Distribute the handout to participants and ask them to tick the statements that describe the situations in which they feel pressurised by their friends.

#### Statements for Participants

I feel pressurised to:

- |   |                                      |
|---|--------------------------------------|
| • Drink in social settings.             | • To leave the class to the monitor. |
| • Make students perform better.         | • Gossip with my colleagues.         |
| • Use interactive teaching methodology. | • Smoke post lunch cigarette.        |
|   | • Ignore certain staff members.      |

2. Take each statement one at a time. Ask participants to raise their hands if they feel that the statement describes a situation in which they feel pressured by their friends.
3. Randomly ask one or two participants: why do they think so? Ask: why do people conform to patterns laid down by others in their group?

4. Ask participants what the consequences are of conforming to negative peer pressure. What are some of the qualities required for resisting negative peer pressure?
5. Ask for other situations where peer pressure has influenced their behaviour.
6. Next, ask some situations in which young people face peer pressure.  
*(Expected responses: Going out for parties, movies, smoking).*
7. Emphasise that peer pressure is a part of life at all stages and not just during adolescence, and it is essential to handle it in conformity with one's own values and beliefs.
8. Use the slide below to recapitulate and highlight the key messages.



### Key Messages

Slide 100

- Peer pressure is a part of life.
- Peer pressure can be negative or positive. Acting under the influence of negative peer pressure can often have detrimental consequences for one's life.
- Peer pressure may compel us into certain actions which are contrary to our personal values. Therefore it is important to choose friends or peers who share our values and beliefs.
- Positive peer pressure can be used for bringing about desirable change.

### Note for Facilitators



Resisting peer pressure involves certain Life-Skills, such as Self-Awareness, Refusal-Skills, Assertiveness and Decision-Making.

## **Handout**

### **Activity 1**

#### **Let's Know - Peer Pressure**

**I feel pressurised to:**

- Drink in social settings.
- To leave the class to the monitor.
- Make students perform better.
- Gossip with my colleagues.
- Use interactive teaching methodology.
- Smoke post lunch cigarette.
- Ignore certain staff members.

## Activity 2: Resisting Peer Pressure



**Time: 45 minutes**

### Objectives



To help participants experience and understand the process of resisting peer pressure so that they can subsequently train the adolescents.

### Life Skills Focused

Critical-Thinking, Negotiation-Skills, Problem-Solving.



### Preparatory work

- Write one Role-Play situation on each slip of paper.
- Prepare OHP slides to be displayed in the activity.



### Process

1. Divide the participants into five groups of eight to ten participants. Give each group one role-play situation slip.

### Note for Facilitators



Give three groups situations related to Adolescents. Give the other two groups situations related to adults. This will help the Resource-Persons/Nodal Teachers to empathise with the kinds of pressures faced by adolescents. They will also realise that saying 'No' effectively is a difficult process at every stage of life.

2. Ask the groups to prepare a role-play of about 2 to 3 minutes on the situation given to them, such that all group members have a part. Give them 10 minutes to prepare the role-play.

### Suggested Role-play Scenarios

Adolescent-related (Participants have to imagine themselves as adolescents while preparing the role-plays)

#### Suggested Role-Play scenarios

1. A person of the opposite sex has asked you to go out with him/her. You don't know anyone who is going, which makes you feel a little uncomfortable. You have also heard that this person likes you, however he/she does not have a very good reputation at school. You decide to be assertive and say 'No' to him/her.
2. You have decided to get a tattoo or your ears pierced. Your friend has told you that you can get it done in a nearby shop. You arrive, but the place does not look very clean. You have heard about the link between

**Suggested Role-Play** (Contd.)

HIV/AIDS and unclean needles, so you ask the shop person whether the needles are clean and to see the equipment used for cleaning. When the person can't show you this, you decide to say 'No' assertively, even if your friend says there is no problem with tattoos.

3. A friend of your family meets you after school and asks if you want a ride home on his scooter. You don't feel very good about this person and you feel uncomfortable about the situation. You decide to be assertive and refuse the ride.



4. You have gone to a friend's place for an overnight stay as her/his parents are away. When you get there, you realise that her boyfriend/his girlfriend and his/her friends are also present. Alcohol is being passed around. The friend you are with is close to you and you have known him/her for years. He/she comes to you with a glass of alcohol and asks you to have only one glass to demonstrate your friendship. You do not want to drink alcohol and decide to be assertive.
5. Your friend wants you to skip school and go to a movie. He/she tells you that the whole group is going. He/she says, "You are afraid, aren't you? You were caught skipping school last month and don't want to get caught again". You decide to tell him/her that you don't want to go.
6. You are talking to a number of your friends. Most of them have boy friend / girl friend and are teasing you because you do not have one. One of the group members hurts you with a taunting remark. You decide to make an assertive reply.
7. Two of your friends have started smoking and are showing off in front of others. Others in the group want to try smoking and ask you to join them. You do not want to smoke and decide to say so.

**Adult related**

8. A group of your friends are getting together after work and going for drinks and a fun evening. You are not very comfortable with this, and would like to say 'No' without seeming like a party-pooper.
9. Everybody in your circle of friends has a car. They are urging you to take a loan to buy one, too, but you cannot really afford it in view of the other expenses you have – so you decide against getting a car.

3. After each role-play ask some of the following processing questions from that group.

*(How did it feel to say 'No'? Were you able to say 'No' in an assertive manner? How did it feel to be turned down? What happened when you said 'No'? What would have happened if you had said 'Yes'?).*

4. After all the groups have enacted the role-plays, initiate a discussion with the group on the following lines.

### Discussion Questions



- What are the best ways of resisting pressure to do something you do not want to do?
- What are the some of the ways which the groups used to say 'No'?
- Is it difficult for you to say 'No' to friends or other people close to you? Why?
- Have you ever said 'No' to a friend? How did you say it? What happened?
- What skills can adolescents use to say 'No' to a situation harmful for them?
- How would you enhance these skills in adolescents?

5. Remind participants that there are many ways of refusing. Adolescents need to practice saying “No” in such a way that it is clear to the other person. Display slide and explain each of the ways.

Ways to Say “No”		Slide 101
Peer pressure (situations young people may encounter)	Strategies that can be adopted	Possible answers
• “Would you like to come to the cinema?”	• Polite refusal.	• “No, thanks.”
• “How about a drink?”	• Give reason.	• “I don’t like alcohol – it tastes horrible.”
• “Here, smoke this cigarette with me.” “Come on!... We always do fun- things together.” “Just try it.”	• Broken record.	• “No thanks.”... “No thanks.”... “No thanks”....
• “Hey, do you want to try some alcohol – it will give you a high – it really makes you feel good.”	• Walk away.	• Say “No” and walk away while you are saying it.
• “Do you want to watch some adult movies tonight?”	• Cold shoulder. (NB: Not the best strategy to use with close friends).	• Keep going as if you did not hear the person.

<b>Ways to Say "No" (Contd.)</b>		
<b>Peer pressure (situations young people may encounter)</b>	<b>Strategies that can be adopted</b>	<b>Possible answers</b>
<ul style="list-style-type: none"> <li>• "Will you come with me for a night-show movie? Aren't we grown up?"</li> </ul>	<ul style="list-style-type: none"> <li>• Give an alternative.</li> </ul>	<ul style="list-style-type: none"> <li>• "I'd rather stay home – why don't you come join my family with me for dinner. We can watch the movie on T.V. – it is a really nice movie"</li> </ul>
<ul style="list-style-type: none"> <li>• "Come on, just spend some time alone with me."</li> </ul>	<ul style="list-style-type: none"> <li>• Reverse the pressure (change the topic).</li> </ul>	<ul style="list-style-type: none"> <li>• "What did I just tell you? Weren't you listening?"</li> </ul>
<ul style="list-style-type: none"> <li>• "There is nothing harmful in this, do it for my sake. I do so much for you, won't you do this one thing just for me?"</li> </ul>	<ul style="list-style-type: none"> <li>• Owning your feeling.</li> </ul>	<ul style="list-style-type: none"> <li>• "I am not comfortable doing this, it makes me unhappy. Would you like me to do something that make me unhappy?"</li> </ul>
<ul style="list-style-type: none"> <li>• Explicit high-risk situations such as smoking, drinking etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid the situation.</li> </ul>	<ul style="list-style-type: none"> <li>• If you know of people or situations where you're likely to be pressurised into doing things you don't want to, stay away from them, such as parties where you know these things will definitely happen.</li> </ul>
<ul style="list-style-type: none"> <li>• Explicit high-risk situations such as smoking, drinking etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Strength in numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Associate with people who support your decision not to drink, not to use drugs, or watch adult movies, etc.</li> </ul>

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

Key Messages	Slide 102
<ul style="list-style-type: none"> <li>• For every reason to say 'No', someone will find a reason to push you to say 'Yes'.</li> <li>• Have the right information, and the assertiveness to argue your cause and make the right decision.</li> <li>• Think ahead, and do not put yourself in a dangerous situation or place.</li> <li>• It is very important to say what you want to say assertively – and to stand by your values and beliefs.</li> <li>• Be assertive and stand up for your decision.</li> <li>• Remove yourself from a situation where you are facing peer pressure.</li> </ul>	

## Activity 3 : Practising Abstinence – “How To Say No”



**Time: 20 minutes**



**Objective:**

To develop the ability to say ‘NO’ and practice refusal skills.

**Level:** Class XI

**Mode:** Separately for boys and girls. Activity for girls by lady teacher only.

**Life Skills Focused :**

Critical-Thinking, Decision-Making, Communication-Skills, Resisting Peer-Pressure.

**Values Enhanced:**

Respect, Tolerance, Dignity, Kindness, Social-Responsibility, Self-Esteem



**Process**

1. Tell the students- You may want to say “NO” to any physical relationship till after marriage. But people can try to persuade you to say “YES”. In this activity you learn various ways of replying to these “lines” firmly.
2. How will you reply to these lines, which people may use to persuade you to say “yes”?

**Lines**

Responses

Don’t be afraid, I am with you.

You can’t get pregnant the first time

You don’t think I have a disease, do you?



Come on, you're not a kid anymore

I love you

Come on, have a drink, it will get you in the mood...

No one will know about it

Then why did you lead me on?

We may not get another chance like this

Why do you want to wait until marriage when everyone else is doing it!!!!

3. Discuss the responses the students write. You could suggest some of the following responses as well.

1) Once is all it takes.

2) Why don't you get it? I don't want to.

3) I'm not a kid. I know the risks. That's why I don't want to get involved before marriage.

4) If you love me you will respect my wishes.

5) I'm sorry you feel that way. But I don't want to.

6) Maybe. But that does not concern me.

7) I know that everyone is not involved in this way.

8) I have no idea, but I'm not taking the risk.

9) Don't push me. I'm leaving.

10) No, but I'll know about it.

11) I love you too, but I'd like to wait

12) I don't need a drink, I just don't want to.

### Learning Outcomes

- The 'Value' of – 'No matter what, stick to your principles. People will respect you for that'
- The Life skills of resisting (peer) pressure;
- Ability to take the right decision and convince the other person about it.

## Activity 4: Coping with Stress

 Time: 25 minutes

### Objectives



To enable the participants understand the concept of stress and the methods of coping with it.

### Life-Skills to be Focused

Self-Awareness, Coping with Stress and Dealing with Emotions.



## Preparatory work

- Prepare OHP slides to be displayed in the activity.



## Process

1. Ask the participants about their understanding of the word “Stress”.
2. Ask them to give some common situations in which they have felt stressed.  
*(Expected Responses: Disagreement with the Principal, breakup in a relationship, deadlines to be met, arguments with spouse, inability to meet the financial expectation of children etc.)*
3. On the flip chart make three columns: “What happens to our body under stress”, “How do we feel” and “What do we do”.
4. Invite the participants to respond and write under appropriate headings.
5. Read each item under the heading of “What do we do” and ask the group if it is “Healthy” or “Unhealthy” way of coping with stress.

### Expected Responses

#### Healthy

Yoga.  
Walking.  
Listening to music, etc.

#### Unhealthy

Shouting and getting angry.  
Fighting and getting into arguments.  
Drinking alcohol, smoking, etc.

6. Use the slide below to recapitulate and highlight the key messages.

### Key Messages

Slide 103

- Everyone experiences stressful situations in life.
- There are healthy and harmful ways to deal with stress.
- Sharing feelings with a trusted person is healthy.
- If feelings are not expressed or shared, then pressure builds up inside the person and the effects can be harmful.

#### *It is essential to*

- Analyse how stress affects our lives.
- Find ways to control levels of stress.
  - ♦ Learn to relax.
  - ♦ Not indulge in self pity.
- Learn to accept failures and find alternatives.
- Focus on strengths – the positive components of life and self.

## Activity 5: Colours of Life



**Time: 30 minutes**



### Objective

To help the participants to understand about emotions and how to deal with them.



### Life skills to be enhanced

Self-awareness, coping with stress, dealing with emotions and effective communication.

### Preparatory work

- Prepare OHP slides to be displayed in the activity.



### Process

1. Ask any volunteer participant to narrate a recent, significant emotional event in his/her life.  
*(Expected response of adult participants "My husband shouted at me in front of his mother", "My friend and I had a fight" etc.)*
2. Next ask them to narrate the emotions or feelings attached to those incidents or events.  
*(Expected response: I felt sad, terrible, miserable, insulted, angry, depressed etc.)*
3. Now ask the participant to analyse the example on the board or on the chart paper. List both negative and positive feelings.

### Expected Responses

#### Analysing the events:

- No, my husband actually does not hate me, but I think he is short tempered. He was tired, and had a bad day at office. He was upset.
  - May be the friend had some other underlying problem. Her son had recently not performed well and may be I had been rude to her.
4. Now ask the participants if they can think of any positive aspects of the incidents. Lead the discussion by asking questions like,
    - "Do all incidents which appear detrimental have only negative consequences"?
  5. Tell the group that we will try to find out some positive solution for each of the problems raised so far. Ask them to present at least one positive way of looking at one of the given situations.

### Expected Responses

- May be others themselves are under a lot of stress. It made me think about his problem and brought me nearer to him. I decided to become stronger emotionally.
- Sometimes I need to take the first step for a reconciliation.

Use the slide below to recapitulate and highlight the key messages.

### Guidelines for Dealing with Emotions

Slide 104

- Identify your emotions.
- Analyse why the situation bothers you.
- Analyse the effect the situation is having or can have on your life.
- Decide what you can and cannot change.
- Choose a positive way to react.
- Think of something positive you can learn from the situation.

## Activity 6: Learning To Deal With Anger



Time: 45 Minutes

### Objective

- To develop the ability to control with anger.

### Life Skills to be Focused

Coping with stress, dealing with emotions.

### Preparatory work

- Prepare relevant material to be displayed in the activity.

### Process

Many Adolescents experience aggressive and violent behavior on a daily basis in school, home and community settings. Why do fights highlight the discussion of the day among adolescents? Why, at the slightest provocation or frustration, does a stream of profanity start in playgrounds? Why is there widespread concern over violence on TV and in the movies?

Youth violence has assumed epidemic proportions comparable to the impact of war, AIDS, polio or motor vehicle crashes. Violence and aggression are the newest and the most visible faces of this deeply rooted, multi-faceted societal problem. A variety of management options (taking in consideration the controlling risk factors) are available such as confidence building measures, interventions at personal, family and community levels.

Van Acker (1996) described four types of violence common among adolescents who demonstrate aggressive behavior. These are:

- Situational Violence:** This results from factors associated with his environment like crowded conditions, poverty etc.
- Relationship Violence:** Conflicts with persons involved in ongoing relationships.
- Predatory Violence:** This often results in personal gain from the aggression.
- Psychopathological Violence:** This type of violence is related to paranoia, depression, skewed views of reality etc.

Are violent children conceived or created? What makes a child violent?

### ADOLESCENT RISK FACTORS FOR AGGRESSION AND VIOLENCE

- Poor school performance or attendance
- Alcohol or Substance-Abuse
- Peer involvement in Substance use or Abuse, violence or serious crime

- d Impaired or absence of effective family relationships
- e Serious problems at school (e.g., expelled from school)
- f Marked change in physical health
- g Dramatic behavior change (e.g., withdrawal, aggression, petty theft, drunk driving, truancy, sleep patterns, personal hygiene, or agitation)
- h Physical or Sexual-Abuse
- i Involvement in serious delinquency or crimes
- j Weapons or arms carrying
- k Gang membership /negative Peer-Pressure

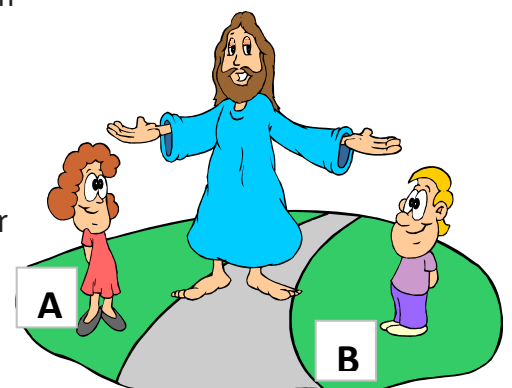
Some people explode when they are angry while others keep things inside and let their anger eat at them. Some people get boiling hot and some people get ice cold. From one extreme to the other, it is important for group members to look at themselves and recognize how they handle their anger. This activity helps the group members become aware of the choices that they make. This understanding moves everyone a step closer to making good, healthy choices.



The connection between thoughts and actions is two way. Also feelings and actions affect each other. It is important to acknowledge, accept, manage and appropriately express feelings rather than being overwhelmed by their strength.

## OBJECTIVES OF THE WORKSHOP

- **Behavioral - Participants will**
  - Complete worksheets on anger within the groups
  - Discuss their own reactions to feeling angry
  - Exchange ideas on healthy ways to deal with anger
- **Cognitive - Participants will**
  - Explore reactions to anger in self and in others
  - Identify healthy and unhealthy reactions to anger
  - Identify false beliefs about anger



## MATERIALS

- Copies of “ALTERNATIVES TO ANGER” worksheet for each member
- Copy of “When you are Angry you are most like.....” for the trainer
- Pens or pencils, marker board or chalk

## ACTIVITY AND DISCUSSION

### ROLE OF TRAINERS

**Exercise 1 – WARM UP:** Any simple exercise could be used for a Warm Up (as given in Introductory Manual e.g., ‘Walking Shoes’ etc.).

- Write “A” and “B” with chalk on the floor on the two opposite sides of the room.
- The trainer reads from “When you are Angry you are most like.....” and asks each participant to make their choice.
- Based on their choice they have to stand in either area “A” or area “B”.
- After each choice is read and participants make their choices, the trainer asks them to explain why they particularly chose what they chose.
- Then get the group back together and go on to the next set of choices. The trainer facilitates group discussion among the members using the discussion prompts given below.

### DISCUSSION PROMPTS

1. Why did you pick your response?
2. What are the benefits of being like a cat vs. a tiger?
3. How does behaving like a lake feel?

#### When you are angry you are most like..... (Exercise 1)

A.	Shaken can of pepsi	B.	A cup of coffee
A	Lake	B.	Ocean
A	Hammer	B.	Nail
A	Swimmer	B.	Hockey Player
A	Flute	B.	Trumpet
A	Tiger	B.	Kitty cat
A	Lava	B.	Avalanche

### Variation (Exercise 1)

- Mark four areas in the room for choices a, b, c, or d using chalk. Read the situations (found below) and ask participants to choose how they would react to the situation.
- After each choice is read and participants make their choices, the trainer asks them to explain why they particularly chose what they chose.
- Then get the group back together and go on to the next set of choices. The trainer facilitates group discussion among the members using the discussion prompts given below.

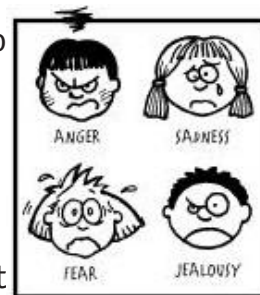
### SITUATION CHOICES (Variation Exercise 1)

1. Your friend breaks your favorite pair of very expensive sunglasses. You... Say
  - (a) It's okay it was an accident.
  - (b) Yell at him/her and make sure s/he feels bad.
  - (c) Break his/her sunglasses.
  - (d) Make him/her pay for them.
2. Your friend is supposed to be at your house at 7:00 and doesn't show up until 8:00 and gives you no excuse. Inside you feel very upset and hurt. You...
  - (a) Act like it doesn't bother you and let it go.
  - (b) Act like you just got ready and are also running late.
  - (c) Tell your friend that you made other plans and would have to cancel.
  - (d) Ask your friend to explain why s/he is late and then express your feelings.
3. Someone that you know very well tells you that your shirt is really ugly and teases you about how much weight you have gained lately. You...
  - (a) Swear at him/her and make fun of him/her.
  - (b) Ignore him/her and walk away.
  - (c) Tell the person that the comment was rude, that you didn't appreciate it and that it hurt your feelings.





- (d) Punch the person in the face and tell him/her to “shut up”.



### DISCUSSION PROMPTS

1. Why did you pick your response?
2. Do you think the other people in the group made correct choices?
3. Do you think that your choice is really the best choice?

### Exercise 2 – EXPLORING INDIVIDUAL HANDLING OF ANGER

- Divide the children into groups through any suitable activity suggested earlier. There should not be more than 10 to 12 members per group.
- Distribute the worksheet “Handling Anger” to each person. Give 15 to 20 minutes for the participants to fill their sheets without discussion with other group members.
- Ask the group to choose a group representative.
- The group representative discusses the questions given in “Alternatives to Anger”. He summarizes the group opinions.
- After all the groups have finished each group representative is invited to come forward and present his group opinion.
- The trainer writes every technique (both healthy and unhealthy) of handling anger which emerges from all the groups, on the board.

### Common responses which may come forth would include the following:

Get even	Throw things
Hide in the room	Run
Talk to a friend about it	Do nothing
Yell	Go work out / exercise
Ignore it	Scream
Take a walk	Hit someone (fight)

Hit something (usually the wall)

The trainer discusses each response with the large group and gets opinions on whether the response is healthy or unhealthy. Ignoring, bottling up, or doing nothing is not too healthy nor is reacting in a way that is harmful to self or other.

### CONCLUSION AND MESSAGE

- Conclude the session with ‘anger’ as a natural feeling. Managing our emotions is a big part of growing up.