

- Help the group name the “big six” emotions:
 

1. Mad	4. Scared
2. Glad	5. Guilty
3. Sad	6. Lonely
- Repeat that all emotions just are; they are not good or bad. How they get expressed is important. Ask the group to try something new the next time they feel angry (try on a new behaviour in reaction to anger; be sure it’s a healthy one!).
- Temper tantrums, violent outbursts, and acting-out behavior fuelled by anger are the common precipitators to both inpatient and outpatient therapy for adolescents. Often, depression and suicidal acting out results from anger directed inward.

Use the slide below to recapitulate and highlight anger reducing technique.

<b>Anger Reducing Technique-Get RID of Anger</b>	<b>Slide 105</b>
<p><b>R</b> – Recognise your anger signals and accept that you are angry.</p> <p><b>I</b> – Identify a positive way to analyse the situation</p> <p><b>D</b> – Do something constructive to calm down.</p> <ul style="list-style-type: none"> <li>• Count to 10.</li> <li>• Take a deep breath.</li> <li>• Ask for time to calm down.</li> <li>• Leave the scene.</li> <li>• Talk about your feelings with someone not involved.</li> <li>• Listen to music.</li> <li>• Exercise or do some physical activity.</li> <li>• Write –and then destroy –a letter to the person.</li> <li>• Explain how angry you are.</li> <li>• Help someone else.</li> <li>• Watch a funny movie.</li> <li>• Spend time on your favorite hobby.</li> <li>• Do something creative.</li> </ul>	

## Session XV: Tips on Facilitation\*

*(\*This session is only for training of resource persons and nodal teachers)*

**Time: 4:15 pm – 5:15 pm**

### Note for Facilitators



Facilitators and participants should review **Section II, Process of Facilitation**, and relevant section from **Reference Material** together. These sections provide information on the qualities of a Facilitator, some methodologies for conducting the different exercises, and insights into working with adult learners.

### Process

1. Divide the participants into four groups and assign one topic to each group.

### Suggested Topics

- Facilitation Vs. Teaching,
  - Do's and Dont's of good facilitation.
  - Common problems a Facilitator may face and their resolution.
  - Essentials while conducting student sessions.
2. Give the group 10 minutes to prepare and present using any methodology (role play, presentation etc.)
  3. After all the groups have presented, open the discussion by asking participants to review the sessions that have been conducted, and list what they see as positive facilitation skills – what are the skills that all facilitators need to have?

### Note for Facilitators



This should not be a fault finding or name calling exercise; its aim is to build the facilitation skills of all the participants.

4. In addition ask participants to review which facilitation skills need strengthening.
5. Discuss using the slides.

<b>Facilitation vs Teaching</b>		Slide 103
<b>Facilitation</b>	<b>Teaching</b>	
Paradoxes are appreciated.	There is no place for paradoxes.	
Learning is totally participatory.	Learning is mostly controlled.	
The experiences of the participants are valued.	The experiences of learners are most valued for introduction of the topic.	
Empathy is the key.	No scope for Empathy.	
The Facilitator is one with the participants.	The Teacher is a superior being.	
More teaching is achieved by teaching less.	To teach more, the quantum of teaching has to increase.	
The child as participant is respected and encouraged.	No scope for such a thing.	
Learning takes place in circles and straight lines.	Learning is unidirectional.	
The Facilitator discovers himself/herself as much as the participants.	Participants' persona is not important.	
Contents undergo adjustment and even change with the spontaneity of the moment.	Contents are rigid and cannot be changed.	
Learning is behaviour centered.	Learning brings in behavioural changes.	
Less work accomplishes more.	To accomplish more, more input is needed.	
The Facilitator states his/her assumptions and lets the participants debate.	The course of action is fixed.	

<b>Do's and Don'ts of Good Facilitation</b>		Slide 104
<b>Do's</b>	<b>Don'ts</b>	
<ul style="list-style-type: none"> <li>• Position yourself to face the entire group.</li> <li>• Smile at individuals.</li> <li>• Listen carefully while they talk.</li> <li>• Maintain eye contact.</li> <li>• Nod affirmatively, be positive.</li> <li>• Talk with all the group members.</li> <li>• Continually scan the group with your eyes.</li> <li>• Encourage shy, withdrawn, participants to participate.</li> <li>• Keep your body open i.e., unfold your arms, uncross your legs.</li> </ul>	<ul style="list-style-type: none"> <li>• Turn your back to the group.</li> <li>• Frown or look judgemental.</li> <li>• Shuffle papers or look at your watch while group members are talking.</li> <li>• Stare at individuals.</li> <li>• Remain impassive.</li> <li>• Talk to only a few people.</li> <li>• Scan too rapidly.</li> <li>• Impose your beliefs as the only correct ones.</li> <li>• Force people to speak.</li> <li>• Get personal or argumentative.</li> <li>• Walk around unnecessarily, as it distracts the participants.</li> </ul>	

## Essentials for Conducting Student Sessions

Slide 105

The primary purpose of the programme is to address the real concerns and issues young people have. Therefore:

- Have a good rapport with students during the training and deal with them tactfully.
- Gain the trust and confidence of students.
- Be a resource for accurate information.
- Be non-judgmental.
- Respect confidentiality at all times. Personal issues discussed within the classroom must remain within the classroom.
- Never embarrass a student by telling him or her that a question is silly.
- Never question motives when a student asks a question.

## Guidelines for Conducting in-school Activities

Slide 106

- The classroom session should not have more than 50 students (preferably 30–40).
- Classroom Session 1: Healthy growing up, Adolescent Health Issues (AHI) should be conducted separately for boys and girls. It should be conducted by male and female Facilitators/Nodal Teachers respectively.

## Question Box

Slide 107

- In all sessions, the Facilitator/Nodal Teacher must arrange to keep a Question Box into which students can put all their questions.
- Students can write their queries on a sheet of paper without mentioning their names. This ensures anonymity and encourages students to ask all type of questions.
- This box can be an open cardboard box if kept in the classroom or locked if kept unsupervised e.g. in a corridor.
- If a name is given, and the question is very personal, then this is best tackled in private and confidentially.
- Some questions are deliberately posed to provoke the Facilitator/Nodal Teacher and make them uncomfortable – they should answer all questions with accurate information and as directly as possible.



## Session XVI: Advance Preparation for Day 4 Practice Session

This is the last session of Day 3 in which the participants get together in their respective groups as they did on Day 2.

With the support of the assigned facilitators, plan for Day 4 sessions in the school.

### Key Concepts and Ideas to be Assimilated by end of Day 3

- a. Process of Decision-Making.
- b. Basic facts on Substance-Abuse.
- c. Understanding Peer-Pressure and methods to cope with it.
- d. Sources of stress experienced by Adolescents and healthy ways to cope with it.

### Note for Facilitators: Preparatory Work for Day 4



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

- The morning feedback session is completed quickly, as participants will need to depart shortly thereafter for the school.
- Bus arrangements for travelling to the school on Day 4 should be reviewed and confirmed.
- The school should be aware that the participants are visiting to conduct the AEP.
- Transport planning should be completed and coordinated – which groups and facilitators in which bus; drivers should know the name of the school and directions to reach it, etc.
- Before leaving for the school, ensure that the seating for post-lunch sessions on Day 4 at the training programme venue is arranged according to requirements.
- Ensure that all materials are available and all essential preparatory work is completed.

## DAY 4

*"Whatever the struggle continue the climb, it may be only one step to the summit"*

– Diane Westlake

## Session XVII: Reflections and Feedback

*Time: 8.00 am – 8.30 am.*

### *Objective*

To reflect on the workshop content and processes of the previous day and to provide feedback on this to 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 whether 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.
5. Depart for school as per travel plan.

## Session XVIII: School Sessions

### (1) Healthy Growing Up, AHI

### (2) RTIs/STIs and HIV/AIDS

*Time: 9.00 am - 1.30 pm.*

9:00 am – 11:00 am – Healthy Growing Up, Adolescent Health Issues (AHI)

11:15 am – 1:30 pm – RTI/ STI and HIV/AIDS

### Process

1. Group A conducts its session on Healthy growing up and Adolescent Health Issues; Group B conducts its session on RTIs/STIs and HIV/AIDS with students in the classroom.
2. Group A will initiate the session – Groups B and C sit quietly at the back and observe the interaction.
3. The observer groups will be responsible for providing feedback (positive as well as suggested areas for strengthening) to the Educator Group.
4. The sessions are to be undertaken using the Teachers' Workbook for Student Activities and Reference Material provided.



5. An empty box (shoe box or any other) that acts as a Question Box should be used by facilitators during the student sessions.

### Note for Facilitators



Unlike Nodal Teachers – Facilitators/Resource Persons may never conduct in-school sessions with students. However, the field experience of conducting the programme in schools:

- Enables Facilitators/Resource Persons to incorporate local contexts into the training programme, and evaluate the feasibility of conducting specific sessions as required.
- Provides Facilitators/Resource Persons with some level of understanding of the issues relevant to young people in that district or state.



*Your Notes / Observations*

## Session XIX: Debrief of the School Visit

*Time: 2.45 pm – 3.45 pm.*

### *Objectives*

**By the end of the session, participants will be able to:**

- Strengthen the training process to ensure effective classroom transaction.
- Understand and internalise what worked in the school setting and what did not.
- Understand how they would factor this in when they train the district resource persons or nodal teachers.

### Process

1. Group A – participants to receive feedback from the observer groups.
2. It is recommended that the observer groups (Groups B, C and Facilitators) collate their feedback and provide it systematically through one male and one female spokespersons.

### **Indicative Areas Relevant for Feedback**

- Initiate the discussion by focusing on the strengths of the session conducted in the classroom.
- Which exercises worked – which exercises need to be reviewed and reformulated – is there any additional preparatory work that will strengthen the exercises?
- Which areas of the session transaction need strengthening?
- Were key points omitted or covered?
- Were there any incorrect answers?
- Was the life skills methodology of interactive participatory approach maintained – or did the session transgress into an information giving session?
- How was the Question Box session handled? Were there any difficult questions that need to be included in the Reference Material of the Facilitators?
- What were the strengths of the group as facilitators?

3. Similar feedback to be conducted for Group B participants.
4. Facilitators can summarise discussion on how the lessons learned can influence the Day 5 classroom session and strengthen the overall training programme as well as the classroom sessions.

## Session XX: Teachers as Counsellors

*Time: 4.00 pm – 6.00 pm*

### Activity 1: Practising Counselling Skills



**Time: 60 minutes**

#### Objective



To enable participants to practise Counselling Skills.

#### Process



1. Ask participants to identify specific areas/situations in which students need help, guidance and counselling.



#### Expected Situations

**Family:** Relationship between brothers and sisters or between adolescent boy/girl and his/her parents with respect to (i) going out with friends, (ii) which dress to wear, (iii) do's and don'ts and (iv) gender discrimination.

**School:** Relationship with classmates (of the same or opposite gender)/ peer group. Bullying/eve-teasing, problems related to one's studies/examination, teacher-student relationship.

**Personal:** Lack of self-esteem, guilty conscience, anxiety emanating from one's behaviour, a frightened girl unprepared for menstruation, problems regarding diet etc.

2. Suggest some role-play situations to elicit different kinds of counselling inputs.

#### Suggested Role-Play Situations

- A girl comes to the counsellor with the complaint that she is not allowed to go out with her friends for shopping, movies, etc., even during the day time.  
(Suggested focus during counselling process – empowering the girl through assertiveness training or enabling her to make a case for herself through plausible arguments to convince her parents.)
- A boy has been asking for money from his parents too often and for no apparent reason. The parents refuse to accede to his demands.

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

(Suggested focus during counselling process – enabling the boy to come out with his apparent as well as hidden motives, and eliminate the habit of undue demands for money.)

- A boy is referred to the teacher-counsellor by a colleague on the suspicion of bringing adult material to school.

(Suggested focus during counselling process – motivating the boy to enter into a counselling relationship consisting of trust and non-judgemental behaviour on the part of the counsellor, to assist him in changing his mindset and finding healthier outlets for his energy.)

- A boy suffers from low self-esteem because he is physically of small body structure. He remains restless and turbulent.

(Suggested focus during counselling process – confidence building exercises capitalising on his other assets.)

3. Ask a participant to volunteer to play the role of a student so that others can demonstrate counselling skills in one area/situation (15 minutes).

### **Note for Facilitators**



- Because of proximity or availability, the nodal teacher/facilitator very often becomes the confidante of students and an obvious source of information.
- Convey to participants that it is imperative to ensure the confidentiality of the discussions and honour the confidences of students.

4. Ask the remaining participants to note down their comments and observations. At the end of the role-play ask two or three participants to present their comments and observations for discussion.
5. Divide participants into two or three smaller groups, and give each a role-play situation to practise. Ensure that maximum participants are provided the opportunity to gain experience through these practice sessions.
6. Ask the group to reflect on the counselling techniques that they used during the role play.
7. Ask them out of these which ones are most appropriate and can be used in the classroom situation?
8. Highlight the fact that basic principle of counselling is "Help the child to help himself". With this in view ask the participants how the same can be achieved.

9. Summarise with the following slide.

<b>Qualities of an Effective Counsellor</b>	<b>Slide 108</b>
<ul style="list-style-type: none"><li>• Positive regard or respect for people.</li><li>• Clear on purpose and objective in approach.</li><li>• Open, non-judgemental attitude and high level of acceptance.</li><li>• Caring and empathetic.</li><li>• Self-aware and self-disciplined.</li><li>• Knowledgeable/informed about subject and aware of resources available within the community.</li><li>• Culturally sensitive.</li><li>• Patient and a good listener.</li><li>• Ability to maintain confidentiality.</li></ul>	

## Session XXI: Advance Preparation for Day 5 Practice Session

### Key Concepts and Ideas to be Assimilated by the end of Day 4

- Putting the training into practice. Skills-based methodology to be followed in a classroom setting for ensuring understanding of all key issues concerning Healthy growing up (life skills, understanding adolescence), RTIs/STIs and HIV/AIDS.
- Understanding issues specifically related to skills-based HIV preventive education in a school setting, especially relating to Healthy growing up, RTIs/STIs and HIV/AIDS.
- Understanding the content and the strategy for effective communication with students.
- Concepts of counselling and empathetic listening as they relate to the in-school situation.

### Note for Facilitators: Preparatory Work for Day 5



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

- The morning feedback session is completed quickly, as participants will need to depart shortly thereafter for the school.
- Bus arrangements for travelling to the school on Day 5 should be reviewed and confirmed.
- The school should be aware that the participants are visiting to conduct the AEP.
- Transport planning should be completed and coordinated – which groups and facilitators in which bus; drivers should know the name of the school and directions to reach it, etc
- Before leaving for the school, ensure that the seating for post-lunch sessions on Day 5 at the training programme venue is arranged according to requirements.
- Ensure that all materials are available and all essential preparatory work is completed.

## DAY 5

*"Our character is what we do when we think no one is looking"*

– H. Jackson Browne

## Session XXII: Reflections and Feedback

*Time: 8.00 am – 8.30 am.*

### *Objective*

To reflect on the workshop 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 whether there are any questions from the previous day's session.
3. Check the Question Box for any questions and be prepared to respond to them.
4. Depart for the school as per travel plan.



## Session XXIII: School Session with Students – Preventing Substance Abuse

*Time: 9.00 am – 1.00 pm.*

### *Objective*

**By the end of the session the participants will be able to:**

- Gain firsthand experience of conducting classroom sessions, and understand the issues that concern the students for whom the programme is designed.

### *Methods*

Role-plays, discussions, brainstorming and question and answer session.

### Process

1. Participants in Group C will conduct the Prevention of Substance Abuse session with the students in the classroom.
2. Group C will initiate the session, Groups B and A sit quietly at the back and observe the interaction.
3. The observer groups will be responsible for providing feedback (positive as well as suggested areas for strengthening) to the educator group.
4. The session is to be undertaken using exercises and other materials provided.
5. An empty box (shoe box or any other) that acts as a Question Box is to be used by facilitators during the student sessions.



### Note for Facilitators



Although – unlike nodal teachers – facilitators/resource persons may never conduct in-school sessions, the field experience of conducting the programme in schools:

- enables them to incorporate local contexts into the training programme, as also points to the feasibility of conducting specific sessions as required;
- provides them with some level of understanding of the issues relevant to young people in that district or state.

## Session XXIV: Debrief of the School Visit

*Time: 2.30 pm – 2.30 pm.*

### *Objectives*

**By the end of the session participants will be able to:**

- Strengthen the training process to ensure effective classroom process.
- Understand and internalise what worked in the school setting and what did not.
- Understand how they would bring this in when they train the district resource persons or the nodal teachers.

### **Process**

1. Group C – participants to receive feedback from the observer groups.
2. It is recommended that the observer groups (Groups A, B and facilitators) collate their feedback and provide it systematically through one male and one female spokesperson.

### **Indicative Areas Relevant for Feedback**

- Initiate the discussion by focusing on the strengths of the session conducted in the classroom.
- Which exercises worked – which exercises need to be reviewed and reformulated – is there any additional preparatory work that will strengthen the exercises?
- What areas of the session transaction need strengthening?
- Were key points omitted or covered?
- Were there any incorrect answers?
- Was the life skills methodology of interactive participatory approach maintained – or did the session transgress into an information giving session?
- How was the Question Box session handled? Were there any difficult questions that need to be included in the reference material of the facilitators?
- What were the strengths of the group as facilitators?

**Facilitators can summarise discussion on how the lessons learned can influence and strengthen the training programme as well as classroom sessions.**

### **Activity/Events**

In addition to the skills-based content in the classroom, it is recommended that students, with the support of a nodal teacher, conduct activities in their communities, schools, homes, neighbourhoods, etc. which will:

- a. reinforce the content they have internalised in the classroom sessions (role-plays in schools, discussions with parents, review workshops with both parents and students together);
- b. give them an understanding of the issues vis-a-vis HIV (visits to NGOs, etc);
- c. help them serve as change agents in the community (street plays, discussions at the local panchayats, PHC etc);
- d. reach out to young, out-of-school people in their communities (peer outreach to young people in their communities).

**Some indicative activities include:**

1. **Events at school level** – songs, dances, plays, painting and drawing exhibitions, collection of articles and newspaper cuttings, rangoli, debates, peer presentations, etc.

**The event session can be presented on 1st December every year – World AIDS Day – or any other day decided by the students and the teacher.**

2. **Events in communities** – peer activities with outreach in the community: where young people interact with their peers in the community, family members or local communities, and increase awareness and knowledge of HIV/AIDS and the associated discrimination and stigma.
3. Events and activities can be selected and be presented at mandal, district, regional and state level functions – with recognition accorded for maximum outreach, involvement of different stakeholders, innovative programmes, etc.
4. It is expected that the events and activities continue through the entire academic year to reinforce content learned in the earlier three sessions.

## Session XXV: Future Action Plan, Monitoring and Evaluation, Responsibility of Participants

*Time: 3.00 pm - 5.00 pm.*

### *Objectives*

**By the end of the session the participants will have knowledge of:**

- The implementation plan for AEP and their role in it.
- Their role vis-a-vis monitoring and evaluation of the programme.
- Their role vis-a-vis advocacy for AEP.

### Process

1. Explain that monitoring is a regular review of the efficiency and effectiveness of a programme. It helps identify strengths and correct shortcomings.
2. Explain what process and outcome evaluation is.

### Process Evaluation

Slide 109

- Answers the following questions:
  - How is the programme being conducted?
  - Is it being implemented as planned?
- Dimensions of process evaluation
  - Coverage – extent to which the programme actually reaches the intended audience.
- Quality – adequacy of training, and satisfaction of stakeholders with training and delivery of the programme.

### Outcome Evaluation

Slide 110

- Assesses the results and impact of the interventions.
- Answers the following questions
  - To what degree have objectives been accomplished?
  - To what extent have knowledge, attitudes, skills and behaviour of students and staff been influenced?
  - Which specific interventions or components of the programme work best?
- Which elements did not work?

3. The monitoring of AEP has been considered at the national, state, district and school levels. Definite indicators have been developed to assess the impact of the programme. Display slides.

### Levels of Assessment

Slide 111

- National level
- State level
- District and school level

### Key Performance Indicators in the AEP

Slide 112

- Reach and coverage of the AEP.
- Effectiveness of training programme.
- Effectiveness of advocacy sessions.
- Changes measured by pre- and post-measurement tools for knowledge, attitude and life skills application
- Integration - Policy level changes (curriculum, pre-service and in-service teacher training)

### Monitoring of the AEP – School Level

Slide 113

AEP interventions	Expected outcomes
Advocacy on AEP with school principals, parents, community leaders.	<ul style="list-style-type: none"> <li>• Supportive family environment.</li> <li>• Supportive institutional environment.</li> </ul>
Capacity building of teachers/peer educators.	<ul style="list-style-type: none"> <li>• Teachers/peer educators, knowledge base on AE increased.</li> <li>• Teachers/peer educators, attitude towards adolescent issues, HIV/AIDS and gender concerns improved.</li> <li>• Teachers/peer educators skills to use interactive methodology enhanced.</li> </ul>
Interactive student activities.	<ul style="list-style-type: none"> <li>• Knowledge and understanding related to AHI and gender issues enhanced.</li> <li>• Attitude towards adolescent issues, HIV/AIDS and gender concerns improved.</li> <li>• Life skills (thinking, social and negotiation skills) improved.</li> <li>• Reduced risk behaviour.</li> </ul>
Health services including counselling for adolescents.	<ul style="list-style-type: none"> <li>• Utilisation of services</li> </ul>



<b>Monitoring of the AEP – School Level</b>		Slide 114
<b>Indicators for Advocacy</b>		
<b>Expected outcomes</b>	<b>Suggested indicators</b>	
Supportive family environment	<ul style="list-style-type: none"> <li>• Number and type of issues related to health and gender concerns dialogued between adolescents and parents/family members.</li> </ul>	
Supportive institutional environment	<ul style="list-style-type: none"> <li>• Percentage of parents/family members participating in AE activities.</li> <li>• Percentage of teachers participating in AE activities.</li> <li>• Number of hours devoted to AE activities.</li> <li>• Percentage of students (Classes 9-12) available as peer educators.</li> <li>• Percentage of students using resources (books, magazines, etc.) if available through the Resource Centre.</li> <li>• Percentage of students (Classes 9-12) actively involved in planning and conducting activities.</li> </ul>	

<b>Monitoring of the AEP – School Level</b>		Slide 115
<b>Indicators for Capacity Building</b>		
<b>Expected outcomes</b>	<b>Suggested indicators</b>	
Teachers/peer educators knowledge base of AE increased.	<ul style="list-style-type: none"> <li>• Percentage of teachers/PEs giving correct information on process of growing up, adolescent health issues, HIV/AIDS, substance abuse, gender issues.</li> </ul>	
Teachers/peer educators, attitude towards adolescent issues, HIV/AIDS and gender concerns improved.	<ul style="list-style-type: none"> <li>• Number and type of activities undertaken around gender issues (gender roles, discrimination, sexual abuse, vulnerability, rights ).</li> <li>• Percentage of teachers with positive attitude towards adolescent health and gender issues.</li> </ul>	
Teachers/peer educators, skills to use interactive methodology enhanced.	<ul style="list-style-type: none"> <li>• Percentage of trained teachers reporting confidence and satisfaction in using interactive methodology.</li> <li>• Percentage of students reporting satisfaction in teachers' use of interactive activities in the AEP.</li> </ul>	

<b>Monitoring of the AEP – School Level</b>		Slide 116
<b>Indicators for Health Services</b>		
<b>Expected outcomes</b>	<b>Suggested indicators</b>	
Utilisation of services.	<ul style="list-style-type: none"> <li>Percentage of students aware of health services available.</li> <li>Number of students seeking counselling services in the school from teachers or counsellors (if available).</li> <li>Number of adolescents referred to professional health workers/clinics by teachers.</li> </ul>	

<b>Monitoring of AEP – School level</b>		Slide 117
<b>Indicators for Interactive Activities</b>		
<b>Expected outcomes</b>	<b>Suggested indicators</b>	
Enhancement of knowledge and understanding related to AHI and gender issues	<ul style="list-style-type: none"> <li>Percentage of students participating in AEP able to give correct information on process of growing up, adolescent health issues, HIV/AIDS, substance abuse, gender issues</li> </ul>	
Improvement of attitudes towards adolescent issues, HIV/AIDS, gender concerns	<ul style="list-style-type: none"> <li>Percentage of students participating in AEP with a positive attitude towards adolescent health and gender issues.</li> </ul>	
Improvement of life skills	<ul style="list-style-type: none"> <li>Percentage of students participating in AEP reporting improved ability to:               <ul style="list-style-type: none"> <li>Identify personal strengths, weaknesses, opportunities and concerns (self-awareness).</li> <li>Identify alternatives to solve problems in the context of AHI (problem solving skills, creative thinking).</li> <li>Express views clearly and effectively (communication skills).</li> <li>Empathise with others especially people living with HIV/AIDS, underprivileged (empathy).</li> <li>Resist negative peer pressure in the context of AHI (drugs, smoking, alcohol) (self-awareness, critical thinking, effective communication and coping with stress).</li> <li>Cope with emotions and stress (managing emotions/ stress).</li> </ul> </li> </ul>	
Reduction of risk behaviour	<ul style="list-style-type: none"> <li>Percentage of students reporting decreased consumption of alcohol, tobacco, drugs</li> </ul>	

4. Inform participants that the school will have to maintain a record of the activities conducted under the AEP. Display slide.
5. Explain the mechanism for sending the feedback to the respective regional offices.

## Suggested Record Keeping of Classroom Sessions at School Level (to be filled by nodal teachers)

Slide 118

<b>Reporting period:</b> _____ <b>Name of School:</b> _____							
<b>Name of AEP Incharge:</b> _____ <b>Month:</b> _____							
Sessions	Activity conducted by	Method used for conducting activity	No. of students reached			Any other activity conducted	Remarks
			Class IX	Class XI	Any other class		
<b>Classroom Session 1:</b> Healthy Growing Up, Adolescent Health Issues (AHI)/ RTIs/STIs and HIV/AIDS							
<b>Classroom Session 2:</b> Life Skills							
<b>Classroom Session 3:</b> Preventing Substance Abuse							

## Session XXVI: Guided Meditation and Creative Visualization

### Introduction

Meditation is sometime discribed as "*listening to the silence between thoughts*". The effort should be to increase the periods of such silence. Meditation for young adolescents when guided leads to an integration of the body, mind (and soul) which help the young learner to increase their concentration and attention span. It creates a sense of well being leading to health, peace, harmony, rhythm and balance. This state of wellness helps to sharpen intellect develop Critical-Thinking Skills, generate reflective abilities and build Self-Esteem. The activities included are designed to build inner resources and to empower young people by taking them to the limits of their latent potential, creativity and inner strength.

### NOTE TO THE TEACHERS

The Unit that follows outlines from Guided Meditation Techniques to enhance overall well-being and empowerment of students helping them to tap their inner strength and creativity. However, these are only suggestive techniques and the teaher may utilise any other technique from local resources prevalent or practiced in the area. It is also recommended that these exercises be implemented in the last period before the closure of the school.

Each individual is unique with intrinsic strength and skills. The teacher/ counsellor/facilitator needs to draw upon their unique capabilities and help them to discover the technique to relieve stress and achieve calmness and relaxation.

### Objectives of Guided Meditation Activities:

- To develop clear thinking skills
- To experience relaxation, increases awareness, mental focus, clarity and a sense of peace.
- To reduce stress and anxiety.
- To achieve a greater sense of purpose and strength of will.
- To acquire clearer mind for Decision Making and Problem Solving.
- To improve concentration.
- To discover tranquility.
- To enhance the intellect and wisdom.

### Introduction

This is an introductory unit on meditation. This course will teach meditation as a science that can be incorporated into the lives of people of all religions,

faith and belief systems. In this Unit, students will learn an introductory techniques of meditation.

### **Reasons for Meditation**

Within each person is a spiritual energy that has the power to make us whole. Meditation is a technique by which we can tap into their latent power. Once touched by this energy within, we undergo a profound transformation. We experience benefits for the body, mind, heart, and soul. Let us explore how meditation provides the following benefits:

### **Physical Benefits of Meditation**

Meditation can provide us physical benefits in several ways. Medical researchers have been exploring the body-mind connection. They have linked certain illnesses to our state of mind and emotional condition. They have found that when we undergo mental stress, emotional pain, or depression, our physical resistance to disease drops. We become more susceptible to contracting a disease because our ability to keep our immune system in top working order decreases. Science has pinpointed certain disease such as heart disease, digestive problems, breathing problems and migraine headaches to name a few to be sometimes stress-related.

In a study, Dr. Ilan Kutz States: “As the ability to meditate develops, a hierarchy of sensation develops ranging from deep relaxation to marked emotional and cognitive alterations.....”

### **Intellectual and Mental Benefits of Meditation**

Meditation can help increase one’s concentration. Concentration is important in many spheres of life, such as academic studies, sports performance, creating music, art or literature, participation in various hobbies, and job performance. By increasing our attention span, the by-product would be more productivity and efficiency in whatever tasks we engage.

### **Emotional Benefits of Meditation**

Meditation can provide emotional benefits in several ways. First, by spending time within we can see our lives from a clearer angle of vision. We begin to recognize the roots of our pains and can start to solve the problems. Many people are not even aware of why they act and feel they way they do. By raising our consciousness we become aware of the causes of some of our feelings. We can then pinpoint the area of our life in which we need to work.

Second, in meditation, we come in contact with the source of all love, consciousness, and bliss. Through meditation, we can experience spiritual love that fills us with more love than we can ever imagine.

### **Spiritual Benefits of Meditation**

The ultimate goal of meditation is to help us recognize ourselves and our true spiritual nature.

## SIMPLE MEDITATION TECHNIQUES

You want to learn to meditate seriously, you would do well to find an experienced teacher to guide you. However, there are many simple techniques that you can practice alone, often with quite powerful effects. The more you practice, the easier it will become to reach a deep meditative state.

There are many meditation techniques. Some of the techniques are quite simple and can be picked up with a little practice. Others require training by an experienced instructor. We will cover some of the simple techniques to get started. Please note that because of the effects of meditation on repressed memories and the psychological impact, you may go through some discomfort initially; hence it is always a good idea to be under the care of a qualified practitioner as you start meditation.

### EXERCISE 1 : Creative Visualisation



**Time:** 5 – 10 minutes

**Objectives:** A Special Mental Exercise to:-

- Create a concentration and attention focus
- Invoke in the learners raised levels of energy.
- Increase confidence levels.
- Enhance relaxation and calm.



**Mode:** Whole class



#### Process

Meditation Techniques : The heaven

Once you have managed to achieve complete physical relaxation and calm, gradually allow your mind to enter a place whether real or imaginary that is quite special to you. Now you can allow your mind to drift, drift to a pleasant, peaceful place. A place that you know and where you always feel able to relax completely. A safe secure place where no one and nothing ever bother you. It may be a room or may be a place you have visited on holiday.

In order to help you imagine this place, notice first the light : Is it bright, natural or dim. Also notice the temperature level : hot, warm or cool. Be aware of the colours that surrounds you. You can just be there whether sitting, lying or enjoying the smells, the atmosphere with no body wanting anybody, no body needing anything and no one demanding anything from you. Relax.

## Exercise 2 : Guided Meditation



**Time:** 5 – 10 minutes



**Objectives:** A Special Mental Exercise to:-

- Create concentration and attention focus.
- Invoke in the learners raised levels of energy.
- Increase confidence levels.
- Enhance relaxation and calm.

**Mode:** Whole class

### Process



1. Sit in a comfortable position, relax your body and muscles.
2. Close your eyes and concentrate on what lies ahead. Eyes should see straight ahead without putting any pressure on the eyeballs or forehead.
3. You may see darkness or colours. Keep looking with the eyeball horizontal as if you are waiting for a movie to begin.
4. Your mind may wander and think of various problems, it may go from one thought to another, just let it wander – friends, family, studies.
5. May be you can repeat a word continuously to try and still your mind as you have done with the body.
6. The word must be repeated mentally and not aloud
7. Your breathing can be normal
8. You may see various colours or lights such as red, white, green violet, purple, golden etc.
9. Keep concentrating in the middle of whatever you see.
10. Do this for ten minutes every day. You may begin initially with 5 minutes.

## EXERCISE 3 :

### VISUALIZATION CONCENTRATION EXERCISE



**Time:** 5 – 10 minutes



**Objectives:** A Special Mental Exercise to:-

- Create a concentration and attention focus.
- Invoke in the learners raised levels of energy.
- Increase confidence levels.
- Enhance relaxation and calm.

**Mode:** Whole class/whole school



### Process

1. Close your eyes and sit, stand or lie down in a comfortable position
2. Imagine you are in a garden with a different flower in each corner.
3. Begin by exploring the qualities of the flower.
4. When your mind becomes restless, shift your focus to the flower in the next corner and so on.
5. Each flower should be visualized clearly.
6. When the restless mind gets an opportunity to focus on several objects, it is still given some freedom of movement rather than spending too much time on a single object.
7. Gradually you can train your mind to rest for longer periods of time on a single object.
8. Do this for at least five minutes everyday.
9. This will lead to one pointed concentration and help in achieving calmness and peace.

## EXERCISE 4

### GUIDED MEDITATION



**Time:** 5 – 10 minutes



**Objectives:** A Special Mental Exercise to:-

- Create a concentration reverence and respect for universal energies of Nature.
- Invoke in them raised levels of energy.
- Increase confidence levels.
- Enhance relaxation and calm.

**Mode:** Whole class/whole school



### Process

1. Stand in a comfortable position.
2. You can keep your eyes open or closed.
3. Breathing can be normal.
4. Stretch your right hand out with palm facing upwards.
5. Imagine that there is a yellow light, a golden glow just like the sun radiating from your palm.
6. Stretch your left hand out with palm facing upwards.
7. Imagine that there is a pale gleam of white light just like the moon radiating from your palm.

8. Focus on the 'Universal Energies' of the sun and the moon.
9. Slowly take both your palms upwards and bring them together in a folding posture above the head.
10. With reverence and respect imagine that nature's forces have descended into the beings.
11. Slowly bring the hands from above the head to the level of the chest.
12. In your mind, this energy is being used for growth and spread of joy all around.
13. Offer the remaining energy to Mother Earth and Nature.

## EXERCISE 5

### MAINTAINING AN INTROSPECTION DIARY



**Time:** 5 – 10 minutes



**Objectives:** A Special Exercise to:-

- Know about oneself.
- Improve one's own nature.
- Increase confidence levels.

**Mode:** Whole class

### Process



Every learner needs to keep an Introspection Diary for recording self improvement over a period of time. It may be kept under the following heads.

### Notes:

**Violence in Words** as exhibited by using harsh words, humiliating or insulting someone.

**Violence in thought** is exhibited by criticizing someone because they are different or pulling up someone.

**Violence in Deed** is exhibited by hitting someone.

Sl. No.	Heads	
1.	Energizers Time duration	
2.	Experience	
3.	Practicing Truthfulness (Honesty in thought, word and deed)	
4.	Non-violence (Thoughts, words and deeds that do not hurt)	
5.	Selfless Service (Unconditional help to others without wanting any reward)	
6.	Humility (Not displaying pride of wealth, knowledge, power etc.)	

## Session XXVII: Feedback and Conclusion of the Training Programme

*Time: 5.00 pm – 5.30 pm.*

### *Objectives*

By the end of the session facilitators will be able to:

- Get participants' feedback on the five-day training programme.

### *Method*

Open discussion and survey methodology.



### Process

1. Request participants to fill in the training evaluation form.
2. In addition, participants are requested to provide any verbal feedback on the programme, on aspects of the training that can be improved, and content and sessions that can be transacted in a different manner.
3. Review whether the expectations from the training programme have been met.
4. Give the telephone number and address of the resource person(s) and the AEP contact person for further information.
5. Thank participants for their active involvement, and wish them good luck with their future programmes.



### Note for Facilitators

The workshop evaluation form will enable facilitators to assess the quality of the process implemented in the workshop.

Following the workshop, facilitators need to:

- Review the workshop evaluation, and identify areas of strength and areas that need strengthening.
- List any anomalies or issues of concern and share the same with the implementing, supporting or monitoring partner.

## WORKSHOP EVALUATION

Date of training : \_\_\_\_\_ Venue : \_\_\_\_\_

State : \_\_\_\_\_ District : \_\_\_\_\_

	Poor	Average	Good	Excellent	Suggestions for improvement
Achievement of the workshop objectives					
Clarity on the programme and need for it at the school level					
Effectiveness of facilitators					

Comments on sessions					
Sessions I–II (Introductory Sessions)					
Sessions III (Life skills)					
Sessions IV,VII (Healthy growing up and AHI)					
Sessions VIII, IX, XI, XII (RTIs/ STIs/HIV)					
Sessions XIII, XIV (Preventing substance abuse)					
Session XX (Teachers as counsellors)					
Preparatory sessions (preparing for classroom sessions)					
Classroom and debriefing sessions					
AEP – Implementation and M & E.					
Feedback & review sessions					
Opportunities for doubt clarification					
Opportunities for personal contribution					
Duration of the training programme					
Composition of participants					
Accommodation					
Food					
Training room					
Administrative support					
Travel					
Overall impression of the programme					