

Salient Findings on Study on CHILD-ABUSE

Slide 16

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

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

III. RISK FACTORS FOR CHILD SEXUAL ABUSE

Community related

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

Child related

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

Parent related

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



IV. SIGNS OF CHILD SEXUAL ABUSE

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

Physical symptoms

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

Behavioral changes

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

Emotional changes

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

2. Vision for Healthy and Empowered Adolescents

1. Ask participants what is their vision for adolescents in India. Write their ideas on the black board. Put up the slide and highlight the terms “empowered”, “informed choices” and “responsible behaviour”.

Vision for Healthy and Empowered Adolescents

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Through information, education and services adolescents are **empowered** to:

- Make **informed choices** in their personal and public life promoting their creative and **responsible behaviour**.

Empowering Adolescents

Slide 18

Provide opportunities for making informed choices in real life situations.

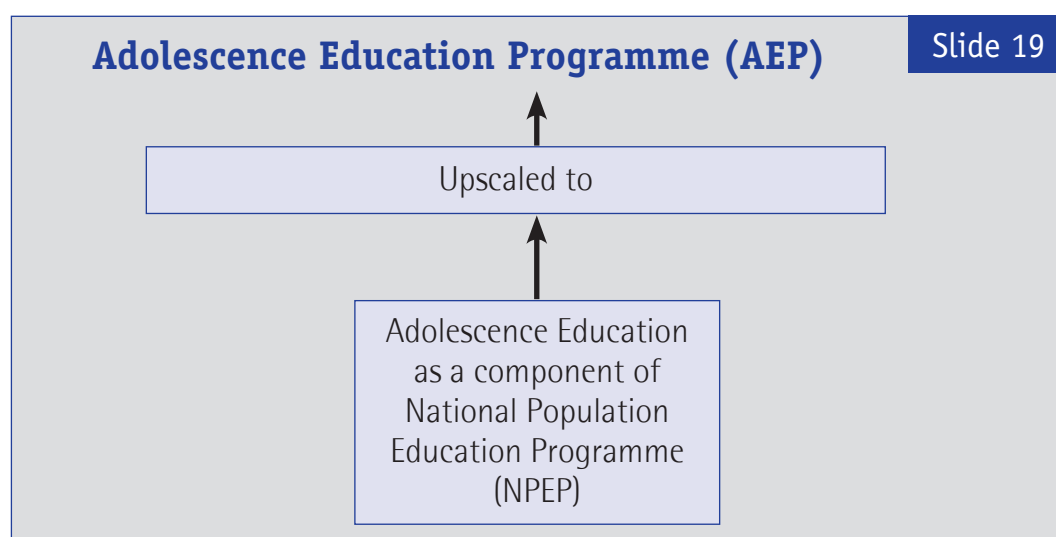
Improve adolescent-friendly health services and link with existing programmes.

Provide education and build Life-Skills.

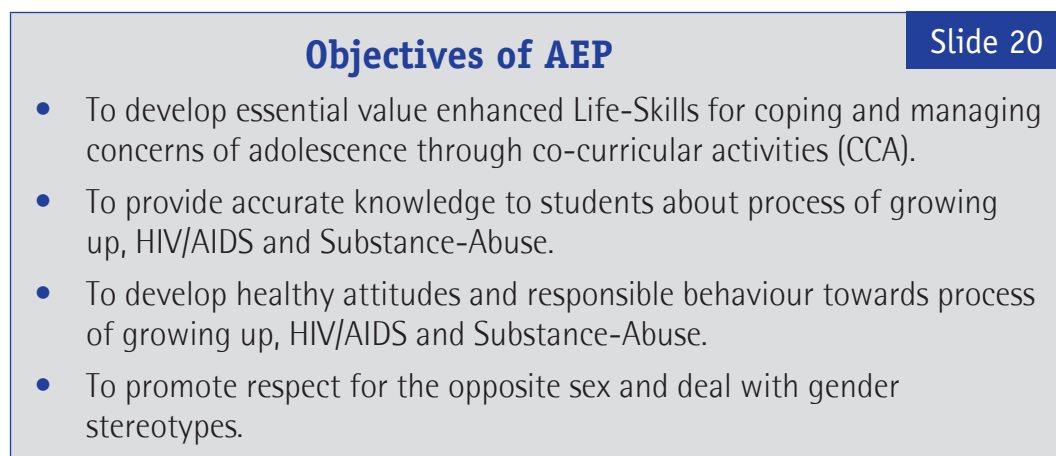
Create a safe and supportive environment.

3. Introduction to Adolescence Education Programme

1. Ask participants if they are familiar with the National Population Education Project. Discuss what has been their experience with these programmes.
2. Explain that in India efforts have been made for over two decades to integrate elements of population issues into school education and teacher education. In the last few years, the focus has shifted from macro to micro issues focusing on those directly concerning adolescents.

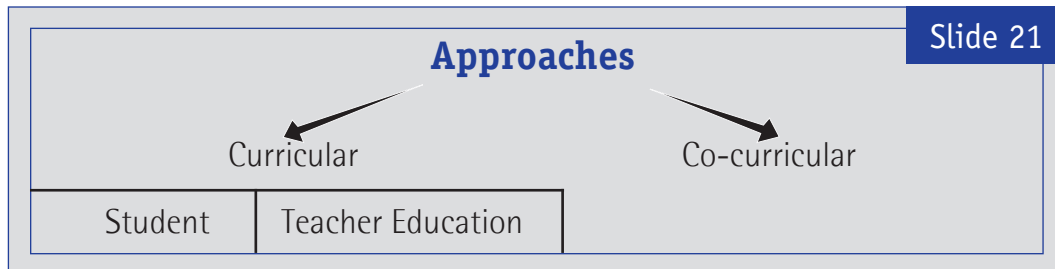


3. Explain the objectives of Adolescence Education Programme (AEP)



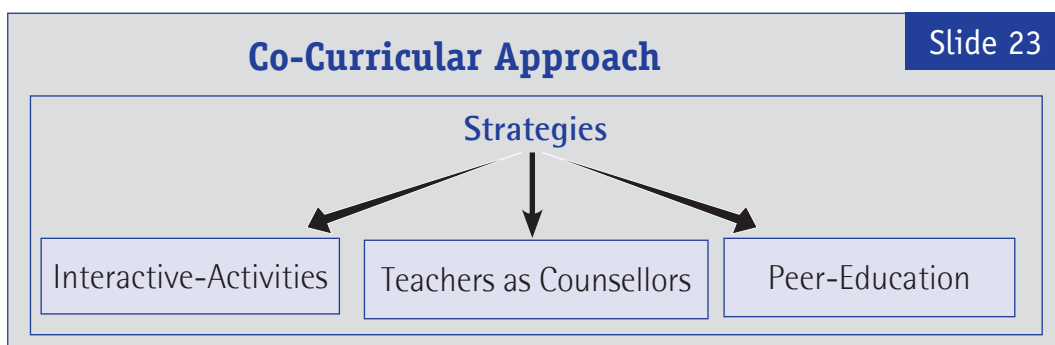
4. Explain that Global and Indian experiences have shown that educational interventions focused on Life-Skills development have proven very effective in empowering Adolescents to manage their AHI and concerns, including avoidance of risky behaviour.
5. One component of AEP is being implemented by National Educational Agencies such as NCERT, COBSE, NIOS, CBSE, KVS and NVS, and is supported by UNFPA.

6. Explain the approaches (curricular and co-curricular) and the coverage of AEP. Display slides.



Slide 22

Curricular Approach			
Council of Board of School Education (COBSE)		National Institute of Open Schooling (NIOS)	
Integration in syllabi at the secondary and higher secondary stages through state boards		Integration of AE in open schooling and distance learning systems	
Strategies			Strategy
Integration	Unit Based	Unit Based	IVRS
<ul style="list-style-type: none"> Subject specific inclusion of content 	<ul style="list-style-type: none"> Separate module within the subject 	<ul style="list-style-type: none"> Continuous and comprehensive evaluation 	<ul style="list-style-type: none"> Interactive Voice Respose System



Interventions for Co-curricular Activities

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- Advocacy
- Capacity building of Teachers/Peer Educators
- Student activities
- Health services – Counselling and referrals to Adolescent-Friendly Health Services

Stakeholders - AEP

Slide 25

- State Education Department
Govt. Secondary and Senior Secondary Schools
- **National Organisations**
Council of Boards of School Education (COBSE) 41 boards
CBSE
KVS
NVS
NIOS

7. Inform participants that State-level Action Plans are prepared incorporating curricular and co-curricular approaches. While the process of curriculum change will take time, co-curricular activities are to be conducted in all secondary and higher secondary schools using interactive methods that promote experiential learning and Life-Skills enhancement.
8. Inform the participants that AEP is being implemented in most states/UTs across the country through the state/UT Departments of Education (DoE). Explain the strategy of operationalising AEP at the school level. Display slide.



School-level Activities

Slide 26

Time: Minimum of 16 hours per academic year (more than 16 hours, wherever feasible).

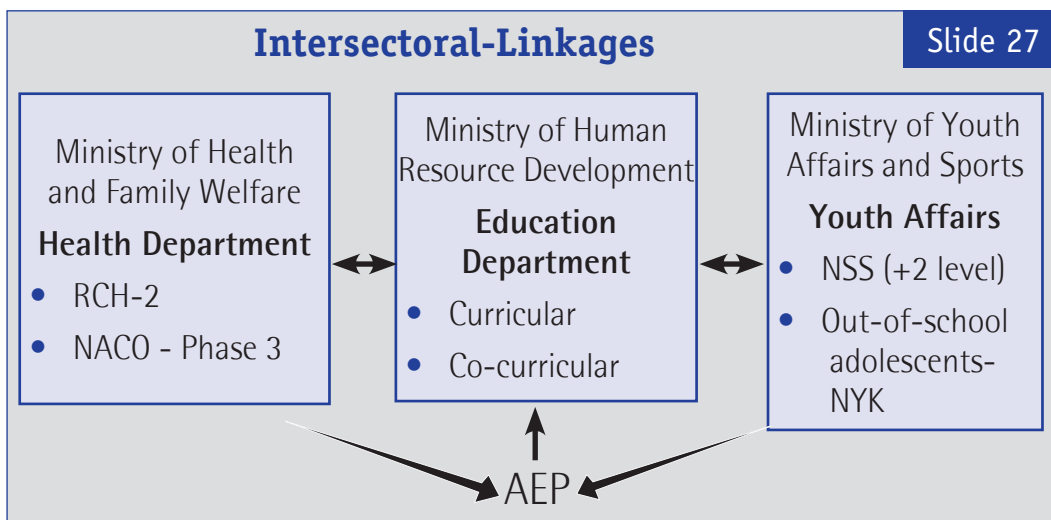
Training: At least two Nodal Teachers and two Peer-Educators per school are trained along with a plan of action for schools to conduct activities by teachers.

- Advocacy activities at the school and community levels.
- Conducting sessions by organising interactive activities.
- Using Question-Box activities and responding to questions raised by students.
- Training Peer-Educators and students to reach out to children who have dropped out or were never enrolled in school.
- Strengthening linkages with Adolescent/Youth-Friendly Health Services.

9. Inform participants that there is a partnership between the Education Department (MHRD), Youth Affairs (MoYAS) and Health Departments (MoHFW) to meet the need for Health Services for Adolescents.

Intersectoral-Linkages

Slide 27



10. Emphasise that the success of AEP depends on the effective implementation of the programme at the school level. Principals, Nodal Teachers and Peer-Educators have a very important role to play.



2. Vision for Healthy and Empowered Adolescents

1. Ask participants what is their vision for adolescents in India. Write their ideas on the black board. Put up the slide and highlight the terms “empowered”, “informed choices” and “responsible behaviour”.

Process of Growing Up

Slide 28

- Nutritional needs of Adolescents in general and Adolescent girls in particular.
- Physical growth and development.
- Psychological development.
- Adolescent Health Issues (AHI)
- Gender sensitisation.

HIV/AIDS

Slide 29

- HIV/AIDS: Causes and consequences.
- Preventive measures.
- Treatment: Anti-Retroviral Therapy (ART).
- Individual and social responsibilities towards people living with HIV/AIDS (PLWHA).
- Services available for prevention of the spread of HIV, and of HIV infected persons and also of drug abusers.

Substance-Abuse

Slide 30

- Situations in which Adolescents are driven to Substance-Abuse.
- Commonly abused Substances.
- Consequences of Substance-Abuse.
- Preventive measures.
- Treatment.
- Rehabilitation of drug addicts.
- Individual and Social-Responsibilities.

Vision for Healthy and Empowered Adolescents

Through information, education and services Adolescents **Empowered** to:

- Make **informed choices** in their personal and public life promoting their creative and **responsible behaviour**.

Adolescents get the information on various health issues from formal and non-formal sources. With enhanced Life Skills, adolescents will be better equipped to access the health services and this in turn spurs the demand for quality services. This requires a supportive environment, building up of their Life Skills and an opportunity for them to practice the same.

4. Hopes and Challenges of Adolescence Education Programme

1. Distribute Visualisation in Participatory Programme cards (one colour for fear and one colour for hope).
2. Ask the participants to write one hope and one challenge on the Visualisation in Participatory Processes card using VIPP technique.
3. Tell them to paste/pin it on the brown paper covered wall/soft board.
4. Invite one or two volunteers to read them one by one and try and find connections between hopes and challenges.

5. Structure of the Training of Trainers – Learning through Participation and Interaction

1. Tell the participants that the emphasis in the ToT is learning through participation. The methodology for all the five days is Interactive, Skills-Based and participatory. Display slide.

Methodology for Life-Skills Development

Slide 31

- Interactive and 'fun' learning process.
 - Methods used are Brainstorming, Group-Discussions, Games, Role-Plays, Debates, Collage and Quiz.
 - Structure is provided through the use of processing questions. It encourages participant's involvement and reflection.
 - Practising skills in a supportive learning environment, and experiential learning
2. Inform the participants that on the fourth and fifth days of training, they will visit a school and practise conducting sessions with students.



Your Notes / Observations

Session III: Perspective Building on Life- Skills Development

Time: 10:00 am – 11:00 am, 11:15 am to 1:15 pm (3 hours)

*Activity 1: Concept of Life- Skills

*(*This activity is only for training of Resource Persons and Nodal Teachers)*



Time: 80 minutes

Objectives :



- To make participants familiar with the concept of Life-Skills and the Inter-Relations between them.
- To inculcate values of Honesty, Self Reliance, Optimism, Compassion, Maturity.

Preparatory work



- Read the section 1.1 on "Perspective Building on Development of Life-Skills" from the Reference Material.
- Handout of the story 'The Thirsty Crow' (Appendix 3A). You can also use other stories eg. 'Making of a Lion' (Appendix 3B).
- Prepare OHP slides to be displayed in the activity.

Process



1. Write the word "SKILLS" on the board and ask participants the various skills they are familiar with; alternatively, ask which skills are related to the subject they teach at school.
2. Categorise their responses as Vocational/Livelihood Skills; Literacy Skills; Functional Skills; and Life-Skills. Explain the differences between the types of skills, and inform them that in this ToT, the focus is on Life-Skills.

Suggested Skills

- Vocational/Livelihood Skills – such as Tailoring, Carpentry, Typing.
- Functional Literacy Skills – Reading, Writing, Numeracy.
- Functional Skills – Banking, Railway Reservation.
- Life- Skills – Problem- Solving, Effective- Communication, Decision -Making. Interpersonal, Empathy, Self- Awareness, Creative- Thinking, Critical- Thinking



3. Show the definition of Life-Skills and explain the terms '**adaptive**' and '**positive behaviour**' as important qualities in building Life-Skills.

Life- Skills: Definition

Slide 32

Life-skills are abilities for **adaptive** and **positive behaviour** that enable individuals to deal effectively with the demands and challenges of everyday life. Life-Skills are abilities that Facilitate the Physical, Mental and Emotional well-being of an individual. (WHO)

'Adaptive' means that a person is flexible in approach and is able to adjust to different circumstances.

'Positive behaviour' implies that a person is forward looking, and finds a ray of hope, solution and opportunities even in difficult situations.

4. Share with the group that although all of us use various Life-Skills in our daily lives, we may not always be aware of them or be competent in using all of them.
5. Ask participants if they have heard the story of "The Thirsty Crow". Distribute the handouts of the story, and tell them that this re-reading of the story will reveal a new meaning. Ask a volunteer to read out the story.
6. Ask participants to look at the first paragraph and think of the following:
 - What were the thoughts and feelings of the crow?
He was thirsty and knew that he was thirsty. When he saw the low level of water, he felt disappointed and knew that he was feeling disappointed. He badly wanted to drink the water. This skill of knowing about oneself is called "**Self-Awareness**".

Self-Awareness

Slide 33

Self-awareness includes our recognition of 'self', of our character, of our Strengths and Weaknesses, Desires and Dislikes. Developing Self-Awareness can help us to recognise when we are stressed or feel under pressure. It is also often a prerequisite to Effective-Communication and Interpersonal-Relations, as well as developing empathy for others.

- Why was the crow disappointed?
Because he knew that he would not be able to reach the water and quench his thirst. This kind of analytical thinking is called "**Critical-Thinking**".





Critical- Thinking

Slide 34

Critical -Thinking is the ability to analyse information and experiences in an objective manner. Critical-Thinking can contribute to health by helping us to recognise and assess the factors that influence attitudes and behaviour, such as values, Peer-Pressure, and the media.



Note for Facilitators

Help participants to grasp the Life-Skills mentioned in bold. Their understanding doesn't have to be exact; the aim is to help participants become familiar with the Life-Skills and its concept, not so much with correct nomenclature.

7. Then ask participants to look at the second paragraph and think of the following:

- What problem was the crow facing in drinking the water in the pot?

He could not reach it at its present level; he couldn't overturn the pot or break it. This is an example of "**Critical-Thinking for Problem Solving**" – another Life-Skill.



Problem- Solving

Slide 35

Problem solving enables us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.

- What did the crow do to find a way out?

He kept thinking and applied his mind to find a new way to drink the water. He thought of using stones to raise the water level. This is one example of "**Creative-Thinking**" to solve the problem—the skill of "**Problem-Solving**". He decided to use the stones—the skill of "**Decision-Making**".



Creative- Thinking

Slide 36

Creative-Thinking contributes to both Decision-Making and Problem-Solving by enabling us to explore available alternatives and the various consequences of our actions or non-action. It helps us to look beyond our direct experience, and even if no problem is identified, or no decision is to be made, Creative -Thinking can help us to respond adaptively and with flexibility to the situations of our daily lives.

Decision -Making

Slide 37

Decision-Making helps us to deal constructively with decisions about our lives. This can have positive consequences for the health of young people when they actively make decisions about their own health practices by assessing different options and the effects of different decisions.



8. Explain some of the other Life-Skills using the slide.

Other Life- Skills

Slide 38

Interpersonal-Relationship Skills help us to relate to the people we interact with in positive ways. This means being able to make and sustain friendly relationships, which can be of great importance to our mental and social well-being. It means keeping good relations with family members, who are an important source of social support. It may also mean being able to end relationships constructively.

Effective-Communication means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means not just being able to express opinions and desires, as well as needs and fears. And it may mean being able to ask for advice and help in time of need.

Empathy is the ability to imagine what life is like for another person, even in a situation that we may not be familiar with. Empathy can help us to understand and accept others, who may be very different from ourselves. This can improve social interactions, for example, in situations of ethnic or cultural diversity.

Dealing with Emotions includes skills for increasing the internal locus of control for managing emotions, anger etc.

Coping with Stress means that we take action to reduce the sources of stress, for example, by making changes to our physical environment or lifestyle. It also means learning how to relax, so that tensions created by unavoidable stress do not give rise to health problems.

9. Summarise by explaining that we distinguish people in terms of their skills. A skilled person produces quality results by using less time, energy and resources to do a job. Skills are acquired through practice and patience. Life-Skills enable us to adapt to situations and people. Life-Skills bring us greater acceptance by others, a number of benefits and a healthy positive life.

10. Display the slide.

Slide 39

Life- Skills

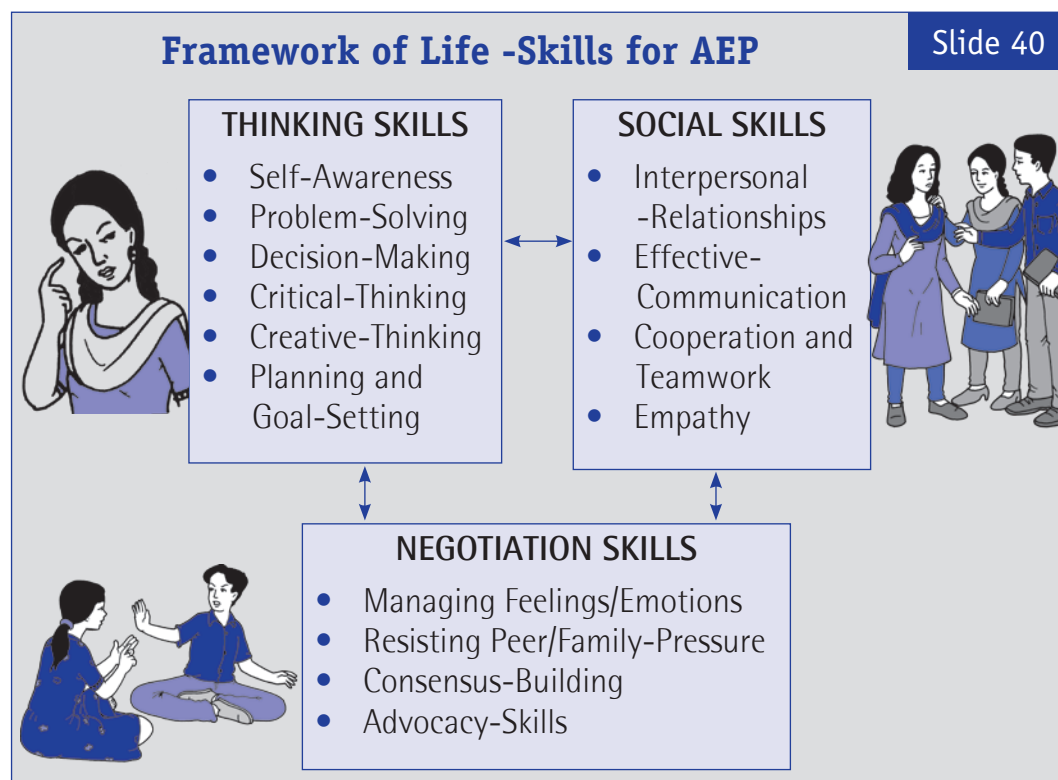
Life-Skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. The ten core Life-Skills are as follows:

- Self-Awareness
- Empathy
- Interpersonal-Relationships
- Effective- Communication
- Critical- Thinking
- Creative-Thinking
- Decision- Making
- Problem-Solving
- Dealing with Emotions
- Coping with Stress

(WHO)

11. Tell the participants that the framework of Life-Skills being used for AEP is as follows:

(During the activities of Life-Skills, it is advisable to keep this slide displayed.)



12. Inform the participants that visualisation in participatory programmes (VIPP) methodology will be utilised now.

13. Clarify the basic principles of VIPP e.g. – One idea per card; follow the colour code; legible handwriting; not more than one line per card.

14. Distribute two cards (one red, one green) to each participant.

15. Ask each participant to answer the following questions on the specified colour card.

Suggested Questions



- "Which Life-Skill do you use the most?"
(Response to be written on the green card.)
- "Which Life-Skill do you use the least?"
(Response to be written on the red card.)

- Ask participants to stick/pin their cards under the appropriate headings – "Most used skills" and "Least used skills" – that have been pasted/pinned earlier on the wall/pin board.
- After all participants have pasted/pinned their responses, ask three or four participants to read out the cards under the heading "Most used skills". Keep underlining/circling the most repeated responses.
- Randomly ask the participants which Life-Skills do Adolescents need the most?
(Expected responses: Coping with Stress, Dealing with Emotions etc.)
- Ask participants where did they get their Life-Skills from?
(Expected responses: Parents, experience, colleagues etc.)

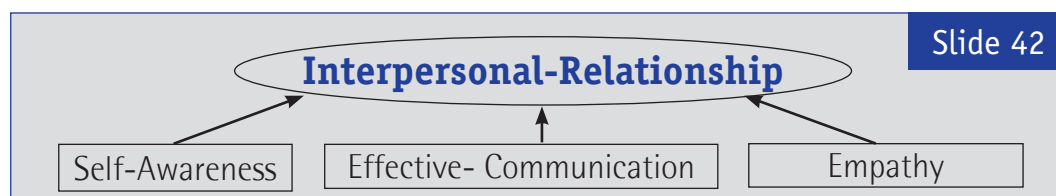
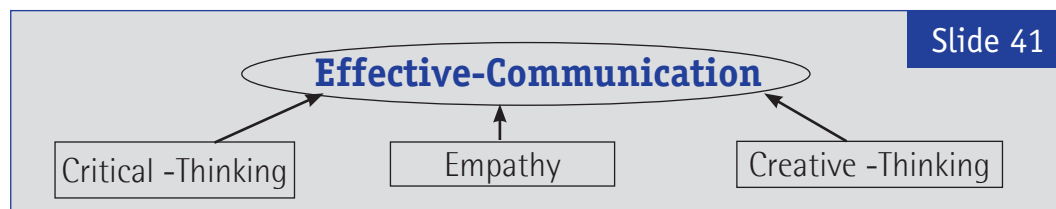
Note for Facilitators

Highlight the following connections:



- The Life-Skills that we want most in Adolescents are the ones that we utilise the least.
- Given the changed social scenario emphasise that the Adolescents of today do not get an opportunity to develop Life-Skills and hence it becomes an important responsibility of School and Teachers to promote development of Life-Skills.

- Ask participants to brainstorm on how these Life-Skills are related. Encourage some participants to narrate real-life incidents where they have used Life-Skills in conjunction. Display slides.



21. Help them realise that very few people utilise all the Life-Skills effectively and in conjunction.

Explain that it requires some practise to utilise the most appropriate combination of Life Skills that are required in a given situation. Emphasise that this exercise is to learn more about Life Skills and not to dwell on our deficiencies.

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

Key Messages	Slide 43
<ul style="list-style-type: none"> • The various Life-Skills work best in conjunction. • Many Life-Skills are required to manage a particular situation effectively. • One particular skill may be effectively utilised in diverse situations. • The appropriate combination of Life-Skills at a given moment is an art. • Adolescents learn their Life-Skills from Parents/Teachers/Significant others who act as role models. • Stories from PANCHATANTRA and JATAKA TALES are based largely on effective utilisation of Life-Skills, e.g., "The Thirsty Crow", "The Clever Rabbit", etc • Participants would need to recognise and enhance their own Life-Skills to become effective Facilitators. 	

*Activity 2: Internalising and applying Life- Skills

*(This activity is only for training of Resource Persons and Nodal Teachers)



Time: 80 minutes



Objectives

To help participants recognise and utilise Life-Skills in everyday situations and to appreciate methods of transacting Life-Skills.



To inculcate values of Patience, Tolerance and Diligence.

Preparatory work

- Prepare slips with one situation written on each slip.
- Prepare OHP slides to be displayed in the activity.

Life- Skills focused

Self-Awareness, Critical-Thinking, Empathy, Problem-Solving, Decision-Making, Creative-Thinking.



Process

1. Divide participants into groups of eight to ten persons and give each group a situation to analyse. Allow 10 minutes for discussion. Suggest that some groups might also attempt to show a possible resolution through Role-Play. Encourage all those who volunteer.

Suggested Situations

1. In a surprise check, you have entered the boy's toilet and discovered four boys smoking. Analyse the situation in the group and discuss various possible courses of action.
2. You are the class teacher of Class XII. You have noticed Shruti and Saurabh spending lot of time together. In the XIIth pre-board, neither of them has fared well and their parents are worried. Saurabh's parents came to know of the association and asked him to stop talking to her. Shruti is handling the situation badly and appears to be going through a breakdown. Discuss your role as a teacher and possible courses of action.
3. Rakshak is a bright boy. He used to study till late night, surfed the net for collecting information, read encyclopedias, etc. One day a friend gave him the address of an adult site and he became hooked. While his parents thought he was studying, he surfed these sites all night and got addicted. He was brought to your office after the class teacher caught him exchanging some adult magazines with another student. Analyse the situation and discuss various possible courses of action.
4. Sarita and Rohit are excellent students with good record of extra-curricular activities. They are the head girl and head boy of the school. Of late, Rohit has been giving small gifts and notes to Sarita; yesterday he gave her a love letter expressing his feelings for her. Sarita is confused and worried and has approached her class teacher for help. She has told her teacher that she wants to concentrate on her studies and does not want to involve herself in any relationship; at the same time, she does not want to lose her friendship with Rohit. The class teacher is unsure of what she should do, and has brought this to your notice as the Principal. Analyse the situation and discuss possible courses of action.

2. Reassemble the group and invite one representative from each of the smaller groups (selected by that group) to share their opinions for general discussion.

Note for Facilitators



After each group representative has made his/her presentation, ask the rest of the group which life skills were most utilised in the suggested resolution.

3. Use some of the following questions to generate discussion.

Suggested Questions



- What else could the Teacher have done to help the people in the situations?
- As a Principal or Teacher, what other actions could have been taken?
- What Life-Skills does a Teacher need to deal with such situations?
- Which statements in the Role-Play indicated the use of a particular Life-Skill?

4. Conclude the discussion by stating that when faced with similar situations, different people use different skills by instinct or through preference, and hence reach different conclusions. Most importantly, they then act differently.

Note for Facilitators



During the Group-Discussion, highlight that it is not only knowledge that is required for resolving a situation. In order to reduce the vulnerability and risk-taking behaviour patterns of young people, a comprehensive approach should include communication, education, awareness and easy accessibility to youth-friendly services. Hence the focus of AEP is both on providing knowledge as well as enhancing critical Life-Skills for prevention against RTI/STI, HIV/AIDS and Substance-Abuse.

Suggested Discussion Topics

- If the earth had two moons...
- If there were no parents...
- If I had a third eye...
- If there were no schools..
- If there were no examinations...

5. Tell the group that we will now play a group game for Creative-Thinking called PMI, which stands for Plus, Minus and Interesting.
6. Divide the participants into four groups; give each group one chart paper and marker.



7. Tell them that they will be given a topic. Each group has to think of five plus points about the topic, five minus points and five unique points. All these points should be written/drawn colourfully on the chart papers given. They will have 10 minutes to do this.

Note for Facilitators



- Encourage discussion to take place on the various interesting points that emerge, e.g., no street lights required, which of the moons would poets write verses to, etc. It will be easy to write three points in each category, but make them think and search for at least five, and if possible, seven. This makes them think "out of the box", the pathway to most discoveries and innovations.
- If time is available, use additional activity given in Appendix 4 to familiarise participants with the methodology of internalising and applying Life-Skills.

8. Ask each group to present their ideas to the rest of the groups.

Activity 3 : Developing Sensitivity (Empathy)



Time: 20 minutes



Objective:

To develop Empathy among the participants

Mode:

Whole class

Life Skills Focused:

Empathy, Critical-Thinking, Creative-Thinking

Values Enhanced:

Tolerance, Compassion, Kindness, Love



Material:

Film Tare Zameen Par (clippings)



Process:

1. Open the discussion by brainstorming about the Case Study
2. Critically analysing the issue along with the participants
3. Commenting on the film by the participants
4. Sharing experiences with participants



Mohit, student of Class VIII, is a sweet smiling boy constantly struggling in studies. English seemed alien to him, numbers looked Greek, History was a mystery, and Geography was also not appealing. He wished he could be left to himself in his own world with colours and drawing. His classmates often made fun of him, teachers too were always scolding him. How much he wished that the world could understand him. His face had lost the radiant smile. How lost and lonely he seemed his eyes questioning the world "Am I not like you all, please stop teasing me if I don't understand things so easily".

Key Messages

Slide 44

- We use Life-Skills all the time in different situations.
- To negotiate effectively at home, school or workplace, we need to have Thinking-Skills as well as Social-Skills.
- Creative-Thinking is required when we face difficult situations. It is best to make it a habit.
- Thinking "out of the box" can often find a solution to a seemingly difficult problem.
- Through Critical-Thinking, we can analyse all the pros and cons of any situation.

Suggested questions

1. Can you try to identify Mohit's feelings?
2. Please try to discover few reasons for Mohit's feelings.
3. How can Mohit be helped to cope with such a disturbing situation?
4. How can teachers prevent Mohit from experiencing such a situation?
9. Use the slide below to recapitulate and highlight the key messages.

Activity 4: Appreciating Oneself



Time: 30 minutes

Objectives



To enhance participants' Self-Awareness and help them understand the importance of Self-Esteem.

To inculcate values of honesty, Self-Reliance and Maturity.

Life- Skills Focused

Critical-Thinking, Self-Awareness.



Preparatory Work

- Photocopy of handout "Love Thyself" (One for each participant).
- Prepare OHP slides to be displayed in the activity.



Process

1. Open the discussion by saying that everyone has positive qualities, abilities and skills. Feeling good about oneself is the basic foundation of protecting and taking care of oneself.
2. Distribute the hand out "Love Thyself", and ask the participants to fill it up.

Handout "Love Thyself"

- Four attributes that I like about myself:

- Four strengths as a teacher

- Four strengths as a human being

4. Invite participants to share their qualities with the group – the Facilitator can initiate the discussion by sharing his/her own personal qualities with others.
5. Once everyone in the group has shared, open the discussion by asking the following questions to stimulate individual and group learning.

Questions



- How did it feel like to share your personal qualities?
- Is it hard to say positive things about yourself in a group?
- How do we learn to like ourselves? Why is it important to like ourselves?
- What is Self-Esteem?
- What can happen if an Adolescent has low Self-Esteem?
- How can you as a Teacher, build positive Self-Esteem in your students?



Note for Facilitators



While performing this activity, the focus should not be on each participant's individual attributes irrespective of whether the quality is truly present or not. Self-Awareness of our strengths provides us with Self-Esteem. This gives us protection against negative Peer-Pressure.

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

Key Messages

Slide 45

- We all have different attributes/qualities.
- Some we like, others we do not.
- We can either learn to like our shortcomings or to change them. We have a choice.
- By being aware of our positive qualities we are more sure of ourselves and are more able to accomplish things.
- Self-Esteem is how a person feels about himself or herself. Knowing oneself and feeling good about oneself is an important aspect of the process of growing up.
- Low Self-Esteem, especially among young girls, often results in a variety of problems and difficulties. Therefore it is important that adolescents should be helped to improve their Self-Esteem.
- By liking ourselves, we feel good around other people, and perform better at anything we do.
- Focusing on "Positive Self-Esteem" is essential, it affects how we view others and ourselves, and the way we approach almost every aspect of our life. People with low Self-Esteem often engage in self-destructive behaviour.

Session IV: Healthy Growing Up – Understanding Adolescence

Time: 2:00 pm – 5:00 pm

*Activity 1: Remembering Adolescence

*(*This activity is only for Training of Resource Persons and Nodal Teachers)*



Time: 30 minutes

Objectives



To get participants to think and introspect about their own Adolescence.

To inculcate values of Courage, Optimism and Maturity

Life Skills focused

Self-Awareness, Empathy



Process

1. Ask the participants to either go down memory lane to remember their own Adolescence, or think of an adolescent girl or boy they know from their family or school. Ask them to recall situations which they would like to share with others.

Suggested Situations

- First time they went to a festival/outing/movie without informing Parents.
- First time they had conflict with parent/s on certain issue.
- An incident/situation which gave rise to an embarrassing feeling while growing up.

2. Ask the participants the following questions:

Suggested Questions



- How did they feel during Adolescence?
- What was important to them at that time, and why?
- With whom did they share their feelings?
- Did they find any solutions for their problems?



3. Randomly ask some participants to share their experiences. Next ask some participants to narrate an embarrassing moment/event they faced with an adolescent as a parent or as a teacher.
4. Conclude by stressing that adolescent feelings are same across generations even if the contexts change. They are normal, and everybody goes through them.

Activity 2: Understanding Health and Growing-Up



Time: 60 minutes

Objectives



To get participants to share their knowledge of the different changes in Adolescence and to understand their implications.

To inculcate values of Optimism and Respect.

Mode :

Separately for boys and girls to be done by ladies and men separately.



Preparatory work

- Read the section 1.2 "Healthy Growing up and Changes during Adolescence" from the Reference Material.
- Prepare OHP slides to be displayed in the activity.

Life- Skills focused

Critical-Thinking, Self-Awareness



Process

1. Ask the group what they understand by the term "adolescence". Note down the key responses and substantiate with the slide.
2. Ask the group whom they would call "healthy".

Adolescence

Slide 46

- Adolescence is the period between childhood and adulthood.
- Boys and girls between 10 and 19 years are called "adolescents".
- Persons in the age group 15 – 24 years are called "youth".
- Persons in the age group 10 – 24 years are called "young people".
- "Puberty" is the name given to the changes that occur in girls and boys as they grow up.

(Expected responses: fit, not prone to illness, mentally healthy, able to face stress, etc.)



3. Acknowledge all the contributions and display slide.

Health

Slide 47

- Health is the state of complete physical, mental and social well-being and not merely an absence of disease or infirmity. (*WHO*)
- Physical well-being refers to the normal functions of the body and body organs within the limitation of gender, age and occupation.
- Mental well-being refers not only to the absence of mental illness but also to the awareness of one's talents, abilities, emotions, strengths and weaknesses.
- Social well-being refers to one's ability to interact with, and adjust to other members of society. It also means being responsible towards oneself, one's family, community and country.
- The spiritual component of health is now considered an important integral part of well being.

4. Suggest to the group that to be able to help adolescents maintain or improve their overall health, we need to be aware of the physical, psychological and social changes they undergo.
5. Tell them that you will divide them into small groups for more focused discussions.
6. Form small groups of four to five participants each and ask each group to discuss all the changes that occur in both boys and girls and their impact on adults as well as the adolescent. Each small group should identify a representative for feedback to the larger group.
7. Reassemble the group after 10 minutes and ask each group representative to share the changes that were discussed in the group.
8. Categorise all the changes into physical, emotional and social. Display slides.

Physical Changes in Girls

Slide 48

- Growth spurt occurs.
- Skin becomes oily.
- Ovulation occurs (may or may not).
- Menstruation begins.
- Waistline narrows.



Slide 49

Physical Changes in Boys

- Growth spurt occurs.
- Muscles develop.
- Skin becomes oily.
- Shoulders broaden.
- Voice deepens.
- Underarm and chest hair appear.
- Facial hair appears.
- Sperm production begins.

Slide 50

Emotional and Social Changes

- Preoccupation with body image.
- Fantasy and idealism.
- Mood changes.
- Attention-seeking behaviour.
- Need to establish own identity.
- Inquisitiveness.
- Increased energy levels.
- Changes in dress code.
- Concrete-Thinking, but confused at times.
- Future-Oriented.
- Increased self exploration and evaluation.
- Conflicts with family over control.
- Need for attachment to a peer group.
- Peer group defines behavioural code.
- Formation of new relationships.
- Need for independence, self assertion and urge for expression.

Note for Facilitators

It is important to make participants feel comfortable while discussing the physical changes during Adolescence.

If no answers are forthcoming for the impact of changes then, start the discussion by taking any one change e.g. growth in height, which can lead to a behaviour change such as some girls may stoop while walking; boys may become very conscious and refuse to go out because of their lanky appearance. Remember to highlight the positive implications, e.g., the girl becomes more confident because she is tall and is made the class monitor. The boy feels proud that he can wear his father's shirt, etc. Similarly take a few examples from emotional and social changes, and discuss their positive and negative impact on the behaviour of an Adolescent.

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

Key Messages

- The quest for information about changes and its impact starts as early as class 3 or age 8. Questions across generations are similar.
- Children are receiving information directly or indirectly. It is important to ensure that they receive right information, at the right time and from the right source.
- In the current context, lack of authentic and complete information will only make young people more vulnerable to high-risk behaviours such as exposure to HIV/AIDS and Substance-Abuse.

Activity-2: Analysis of Advertisements for Developing Good Nutrition Practices.



Time: 30 minutes

Objective:



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

Method:

Content analysis and group discussion

Life Skill Focused:

Critical-Thinking, Team-Work and Self-Awareness

MaterialsRequired:

Magazines, newspapers, scissors, coloured pens and crayons.



Preparatory Work:

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



Process

- The students will be asked to look through magazines and newspapers and collect 10 food advertisements relating to healthy and fast/junk food.
- The selected advertisement will be displayed on soft board.
- Keeping in mind the Advertisement displayed a discussion will be conducted on images and words used by advertisers to influence young people buy their products.
- Student will conduct a content analysis of the advertisement on the basis of the following criteria : Product name, price, nutritional value, total calories used.

- Ask students to create an advertisement for a food item that is nutritious students should use word and images that really “sell” their product. Use innovation and imagination.

Key message

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

Activity 3: Self-Esteem – Case Studies



Time: 30 minutes

Objective



To help participants develop an understanding of the concept of Self-Esteem.

Preparatory work



- A copy of case studies.
- Prepare OHP slides to be displayed in the activity.

Life Skills focused

Self-Awareness, Empathy

Process



1. Share these case studies (or other locally relevant case studies) with participants to initiate a discussion on Self-Esteem.

Case A

Slide 51

Ritu is a schoolgirl who, since childhood, has always felt ashamed of her dark complexion. Her mother makes her apply curd, milk and turmeric to lighten her skin, but nothing seems to have any effect. Her friends and her sister are fairer than her and she feels uneasy going out with them. Is it her fault that she is dark?

Case B

Rahul is a 16-year-old boy and a student of standard X. His problem is that he is shy and not comfortable in making friends. All his friends call him a bookworm, and he feels that his only image amongst people is of a bookworm. This embarrasses him a lot; he loses Self-Confidence and can't concentrate fully on his studies.

He feels the lack of friend and has lost interest in everything. Such thoughts of inadequacy remain uppermost in his mind. He often wonders why this is happening to him.



2. Generate an open discussion by using the following questions:

Suggested Questions



- What do participants feel about Ritu and Rahul?
- Are they more vulnerable than other children, and why?
- How do adults affect the Self-Esteem of children?
- How can we help Ritu to build her Self-Confidence? List five ways.
- Give five options which will enable Rahul to gain confidence.
- Why do young people need to have high Self-Esteem?

3. Conclude the session by highlighting that it is necessary for young people to have high Self-Esteem and Self-Awareness as these are the building blocks of a personality. Display the following slide.
4. Use the slide below to recapitulate and highlight the key messages.

Key Messages

Slide 52

No matter what the disability, what the situation or personal issues are, each person is precious, has specific personal attributes, is valued, has equal rights and dignity and is as worthy of respect as any other person.

- It is essential for all young people/adults to have a sense of appreciation and respect for self.
- Only when we respect ourselves, others will respect us.
- Life is the first gift we receive. It is the most basic and fundamental gift.
- We have to live our life to the best of our ability, develop it to its full potential, protect it from physical and moral danger, and from any physical abuse. Our body is like a temple and no body has right to violate it.



Activity 4: Clarifying Personal Beliefs



Time: 30 minutes

Objective



To help participants introspect on the development of their beliefs.

Life Skills focused

Critical-Thinking, Self-Awareness.



Preparatory work

- Voting statements.
- Prepare OHP slides to be displayed in the activity.

Process



1. Mark one place in the room as the "Agree" area, a second place as the "Disagree" area and a third place as the "Undecided" area.




2. Choose any four statements. Read out one statement at a time.
3. Ask participants to move into the area which best reflects their beliefs about the statement – do they agree, disagree or are undecided. Ask one or two participants in each area to explain why they agree, disagree or are undecided.

Statements	
In a family, financial support is the man's responsibility.	Women should not work in offices.
Being popular is very important.	Opinion about personaility are based on dress code.
Foeticide is a crime.	Sometimes putting your life at risk e.g. drinking and driving is okay.
Insulting and humiliating are good ways of enforcing control.	It is alright to lie for a friend so that he/she will not get into trouble.



4. Ask the group the following questions

Questions



- Why do members of the group have different opinions on the above statements?
- Are our opinions based on our own values?
- Where do our personal beliefs come from?
- Was one statement more difficult to decide than others? Why do you think this was so?
- How does it feel to stand up for your beliefs when others disagree with your position?

5. Ask the group “Is it possible that sometimes we do not act in accordance with our beliefs?”

(Expected response: Yes.)

6. Randomly ask participants to give some examples.

7. Ask “Despite being aware of our beliefs why do we act contrary to them?”

(Expected responses: Peer-Pressure, lack of skills, etc.)

8. Ask the group “What can we do to stay true to our belief system?”

Activity 5 : Strengths Weaknesses Opportunities and Threats (SWOT) Analysis



Time: 30 minutes



Objective:

- To create understanding among participants about Self-Awareness and Critical-Thinking.

Mode: Individual

Life- Skills Focused:

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

Values Enhanced:

Self-Esteem, Respect, Tolerance, Humility, Courage, Honesty.



Process

1. Write the meaning of SWOT on the board-

S - Strengths

W - Weaknesses

O - Opportunities

T – Threats

2. Ask each participant to do a self SWOT analysis.
3. Divide the class into 4 groups. Assign each group one of the following or other similar projects.
4. Now apply SWOT to real life situations.
5. Examples of projects:

- Trees are being chopped down to make a new flyover.
- A new Hydro-Electric project is being envisaged. But this will affect villages in the area.
- Your school has an option of leaving the present place in the middle of the city, to a much larger site on the outskirts.

6. Give each group 10 minutes to prepare and present.
7. Ask each group to discuss and list the following for the given situation.
 - a. Their Strengths and how they can build on the strengths.
 - b. Their Weaknesses and how to overcome weaknesses.
 - c. The Opportunities, the objectives/goals that can be achieved and ways by which they can maximize effort in order to attain these objectives / goals
 - d. The Threats and the steps they should take to avoid and / or take care of the problems that can arise because of them.
 - e. Based on the analysis, what is the decision the group want to take, should the project be carried out and if so, how?
8. Discuss the groups' presentations with the rest of the class.
9. Ask students whether this or similar skills be applied to everyday situations and if so what?

Learning Outcomes

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

Follow up

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

Activity 6 : My Value System



Time:

30 minutes



Objective:

- To help participants to develop the skills of self awareness with regard to personal and social values.

Mode:

Individual

Life- Skills Focused:

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

Values Enhanced:

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



Process

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

1. Human values
2. Social values

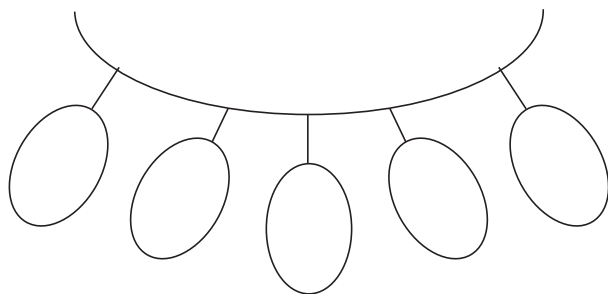
Personal values are those which guide a human being for personal growth and survival. They aim at exalting the human being to a higher plane to strive for honesty, responsibility, humanity and respect.

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

The Resource Person now encourages the participants to make their values necklace.

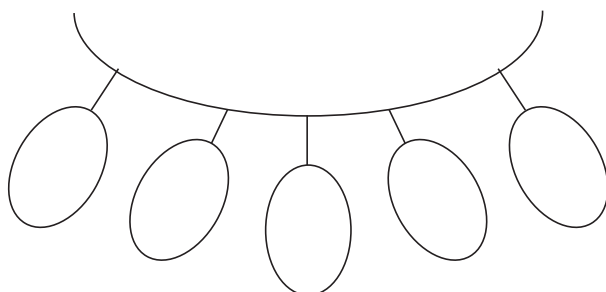


My Personal Value Necklace



In these beads of the necklace the participants will write the name of few values (personal)

My Social Value Necklace



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

Personal Values

- | | |
|----------------|------------------------|
| 1. Cleanliness | 6. Respect |
| 2. Loyalty | 7. Honesty |
| 3. Love | 8. Patience |
| 4. Tolerance | 9. Courtesy |
| 5. Gratitude | 10. Patriotism |
| 6. Forgiveness | 11. Control over sense |

Social Values

- | | |
|-----------------|--------------------------|
| 1. Discipline | 5. Brotherhood |
| 2. Co-operation | 6. Justice |
| 3. Kindness | 7. Dignity of Individual |
| 4. Non-violence | 8. Sharing and Caring |
| 9. Charity | |

Some Activities on Value of Love

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

Activity for Honesty

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

Situation Cards

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

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

Your best friend’s mother has just died of AIDS.


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

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

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

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

Key Messages	Slide 53
<ul style="list-style-type: none">• Boys and girls are socialised into different roles and often have different social beliefs.• Each person needs to be able to sort out and make clear what his or her personal values, beliefs and feelings are.• Our values are what "we think" is right and wrong.• It is important for a Facilitator to respect the beliefs and opinions of the participants and be non-judgemental.• Peer-Pressure and social pressure may compel us into certain actions which are contrary to our belief system.	

Note for Facilitators
 <p>If participants start discussions on whether one belief is right or wrong – highlight that the purpose of the activity was to make the participants think about their values and beliefs, where they originated from, and the fact that people hold different values. We must not think of how or what others feel (Peer-Pressure), rather we should focus on how these values, beliefs and feelings support us. There are no right or wrong answers.</p>

 <i>Your Notes / Observations</i>
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Session V: Preparatory Work for Practice Session

Time: 5.15 pm onwards

Process

1. Divide participants into three groups and have a name list for each group (Group A, Group B and Group C).
2. Inform the group that the following content areas will be covered in the practice session on Days 4 and 5.

Group A: Healthy Growing Up, Adolescent Health Issues

- Changes in Adolescence.
- Self-Awareness and Self-Esteem.
- Developing gender sensitivity.
- Personal beliefs and opinions.

Group B: RTIs/STIs and HIV/AIDS

- RTI/STI basic facts – symptoms and prevention.
- HIV/AIDS basic facts – transmission, prevention.
- Progression of HIV to AIDS.
- Voluntary testing for HIV.
- Misconceptions regarding HIV/AIDS.
- Living Positively.
- Decision- Making.

Group C: Preventing Substance Abuse

- Basic facts about-Substance Abuse.
- Peer-Pressure: Saying 'No'.
- Coping with Stress and Emotions.

**Key Concepts and Ideas to be
Assimilated at the end of Day 1**

- (a) The need, objective and content of AEP.
- (b) Adolescence as a distinct phase of development.
- (c) Adolescent changes- physical, social and emotional and their impact.
- (d) Concept of Life-Skills, internalisation and application.
- (e) Importance of Self-Awareness and Self-Esteem.
- (f) Group formation for school classroom sessions.



Your Notes / Observations